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ABSTRACT

This report was compiled from information supplied by instructors participating in the National Science Foundation's community college field test of PLATO IV--a computer-based system developed at the University of Illinois--during the fall semester of 1975. Represented here are the responses of instructors at five Illinois community colleges to both the equipment and courseware of the PLATO system. This report is organized according to five subject areas: accountancy, biology, chemistry, English, and mathematics. Each subject area is prefixed by a coordinator's summary, and includes a series of case studies organized by instructor, rather than by class. The case reports are divided into three sections: (1) a compilation of the responses to instructor and course questionnaires; (2) an abstract of an interview with each instructor; (3) a quick reference graph showing student use data for each of the instructor's courses. The course and instructor survey instruments and the instructor's summaries are included. (Author/NHM)

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MARCH 1976

COMMUNITY COLLEGE
USERS' REPORT
FALL 1975

DANIEL ALPERT, DIRECTOR

PAULINE R. JORDAN, COORDINATOR

Computer-based Education Research Laboratory

University of Illinois **Urbana Illinois**

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JC 760 287

March 1976

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USERS' REPORT
FALL 1975

Daniel Alpert, Director

Pauline R. Jordan, Coordinator

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A. L. Zimmer
Editor
Urbana, Illinois, March 1976

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FOREWORD

Introduction

This Users' Report has been compiled from the information supplied by the instructors participating in the National Science Foundation Community College Project field test of PLATO IV during the fall semester of 1975, and represents their responses to both the equipment and courseware of the PLATO system. With certain exceptions explained below, no attempt has been made to edit faculty responses. Instructors' opinions display the strengths and weaknesses of PLATO as they conceive them to be, even though individual instructors may be unfamiliar with the PLATO resources at their disposal, or the means of dealing with already recognized problems. The experience of instructors with PLATO varies widely, since the project included both the new user and the experienced programmer. Readers should bear in mind that experience and familiarity with the system determine in great measure the expectations instructors hold for PLATO, and, possibly, the sophistication of their responses to it. This caveat is no less true for instructors whose overall evaluation is negative than it is for those who are enthusiastic users.

A general introduction has been provided by the project coordinator; the coordinators for the several subject areas have written summaries for their own areas. The reader should examine both the general introduction and the appropriate area summary before evaluating the individual case reports for each subject.

Organization

The Users' Report is a series of case studies organized by instructor rather than by class. The report is primarily organized by subject area and secondarily by instructors who teach a particular class. But since many teachers teach more than one course, this has meant, necessarily, that some course evaluations will appear out of sequence. For example, the case reports of all instructors who teach introductory biology without laboratory, first semester, appear first as a group in the biology section. Since some of those instructors also taught other courses, those course reports will also appear, although out of sequence. While this arrangement may be inconvenient in some respects, the alternative was to duplicate a good deal of instructor information and interviews in order to preserve the case organization by instructor, or abandon homogeneous course groupings altogether. No section is so long, however, that the labor of searching for the out of place course should be burdensome. To make the task easier, cross references to out of place courses have been provided in the TABLE OF CONTENTS.

Each case report is divided into three sections: the first is a compilation of the responses to instructor and course questionnaires; the second is an abstract of an interview with the instructor; the third is a quick reference graph showing student use data for each of the instructor's courses.

Case Reports

The name of the instructor, his college, and course number have been deleted from the report captions. In their places are an instructor's identification number and descriptive titles for his or her courses. Although some information about college and course number can be obtained from the interview summary, the Users' Report has purposely tried to discourage comparisons among instructors and colleges by de-emphasizing instructor and college identity.

Questionnaire Responses

Below the identification caption are three groups of responses concerning (1) Course Information, (2) Course Evaluation, and (3) Instructor Information.

(1) Course Information presents the name of the course, its enrollment, the manner in which PLATO was used and the time it was used, the management of the curriculum and roster, the source from which or upon whose recommendation lessons were selected, the instructor's practice of previewing lessons, and the extent of contact with ETS, if any.

(2) Course Evaluation includes comment upon the learning level of lessons, their quality and their quantity, the percent of lessons previewed, the number of PLATO sessions affected by serious mechanical failure, and a statement of the instructor's interest in PLATO.

(3) Instructor Information contains data concerning the instructor's first contact with PLATO, his or her participation in a University of Illinois extension course in PLATO, release time for PLATO development, prior use of PLATO in the classroom, years teaching, years at his or her college, and tenure status.

Samples of the questionnaires can be found at the end of the INTRODUCTION. Readers should note the answer options suggested by the Community College Project staff. Participating instructors were not, however, limited to the responses suggested. Unexpected responses may be best interpreted by reference to the specific wording of the question.

Interview Summaries

Interview summaries were compiled by the editor from the responses given by each instructor to the twenty-eight questions of the interview guide. Responses were usually organized into a summary of three parts: (1) general comments, (2) lessons and uses comments, and (3) administrative and mechanical comments. The last includes the instructor's estimates of the impact of PLATO upon his or her career and upon the teaching profession. Where responses were particularly full, some sections were further subdivided: in some interviews "lesson" comments and "use" comments appear under separate headings, some summaries contain a section on specific recommendations.

Two members of the Community College Project staff of the Computer-based Education Research Laboratory (CERL) conducted interviews, one interviewing Parkland College faculty and the other interviewing the City Colleges of Chicago faculty. Individual interviewing techniques might differ, but the interviewers did not prompt or solicit specific answers. The Users' Report attempts to reproduce interview comments as faithfully as possible whether the instructor's remarks were laudatory or negative. Only in comments which might be interpreted to the disparagement of an individual were names deleted. In contrast, where instructors remarked upon the praiseworthy achievement of a fellow faculty or staff member, names have been retained in the desire to recognize those who deserve congratulations.

The careful reader will note two voices in the interview summaries. The greatest part of the time, the instructor's comments are paraphrased as declarative sentences. Where a direct paraphrase might create confusion, or where the use of a first person pronoun could not otherwise be avoided, the voice of the editor appears in such words as "in the instructor's opinion" or "the instructor believes" to cite two common examples. Notwithstanding the resort to this possible clumsy device, the editor has tried to avoid any distortion of the instructor's remarks. As a check against inadvertent error, subject coordinators were asked to check interview summaries for obvious misstatements or errors. If an occasional mistake escapes even their vigilance, the editor accepts full responsiblity.

Readers are encouraged to examine the sample of the interview guide that is found at the end of the INTRODUCTION to help interpret the interview summaries. Moreover, summaries ought to be read in combination with the questionnaire responses; while the two may duplicate some information, they are essentially complementary.

Student Use Data

The data presented in graph form originated in the on-line course files of the participating instructors. The data has been reduced to graph form for ease of reference to the particular information the CERL staff believe to be most significant. Included are (1) total number of student users, (2) the total hours of use by the class, and (3) the distribution of student users by hour use. The total number of student users may not, in some cases, equal the class enrollment at either the beginning of the course or at the end. Course files will retain use data for any student who has been entered in the class roster and has used the system at least once, regardless of whether he or she joined the class after initial enrollment or dropped the course prior to the completion of the term. Unless instructors deleted names of students who withdrew from the course, data for those students will appear in the graphs. In one instance three chemistry instructors entered all their students in a common roster; in that case readers are directed to the case report that contains the graph for the common file.

Recurrent Opinions

Certain responses to PLATO recurred with sufficient frequency to command some interest. Although the following remarks should not be taken as the uniformly shared opinion of all participating instructors they represent the judgment of a significant enough group of faculty to warrant mention here. Recurring opinions, judgments, and evaluations concerned chiefly courseware, i.e., lesson content, topic coverage, and programming.

Uses

The most frequently recommended use of PLATO was to provide drill and practice for students. PLATO's capacity for limitless patience and its rapid response and correction make it ideal for problem sets, practice at mathematical operations, computation of formulas, and exercises in in grammar. In this sense, it is an excellent alternative form of workbook for practical skills, and one that can be programmed to help the student with hints and instructions in a way that printed media can not.

In contrast, the least effective use of PLATO is as a simple replacement for a text. Extended texts are more difficult to read on PLATO than in book format; moreover, books are easier to use for review and study of prior pages. Finally, books are portable and can accompany the student to be used at a time and place of his convenience.

Lessons

The most frequently mentioned flaws in lessons are mechanical program errors and excessively rigid answer judging, both of which annoy students. Also frequently mentioned was lack of restarts, which forces students to repeat material already accomplished or prohibits the resumption of an incompleted lesson.

Less frequently mentioned was a lack of humor or effective exploitation of graphics and motion in lessons. Many instructors commented in one form or another that static panel displays inhibited student interest and participation. Similarly, many instructors noted that, to be most effective, lessons should require student participation, usually in the form of a required positive response. A significant number of instructors thought that lack of typing skills prevented easy use of lessons, and preferred that typing requirements either be eliminated or answer judging modified to accept mistyped answers. One English instructor added that she would like to rewrite all her own lessons to require only touch panel responses.

Instructor opinion is divided as to who should develop lessons. The majority position seems to be that lesson content and arrangement should be written by using faculty, either individually or in committee, and programmed by professional programmers. This judgment reflects two important concerns: (1) difficulties with poorly programmed lessons, and (2) insufficient attention to cultures or learning levels of the intended audience. The interviews disclosed two minority positions, one holding the professional programmer ought to develop and execute all lessons, and the other holding the opposite, that instructors using PLATO ought to develop and execute lessons. The first position emphasizes the quality of the professionally produced lessons and the latter emphasizes the unique appropriateness to the audience of the instructor's lessons.

A similar divergence exists in attitude toward content. The majority of instructors prefer lessons which are designed for their particular classes and which reflect their classroom practices and pedagogy. A significant minority want standard lessons keyed to a widely used text which can be used by many teachers and classes. Each position imposes different requirements on the PLATO system. A multiplicity of lessons on the same topic creates inefficient use of the system, since idiosyncratic lessons have low use. Moreover, costs to the school rise if individual instructors are given release time to develop individually useful PLATO lessons. The other approach may make PLATO more accessible, but inhibits the realization of its full potential by restricting useful variation in lesson design.

Instructors did not as a general rule want comprehensive coverage of all topics constituting a course syllabus, which could be used for wholly self-controlled instruction. They did, however, want lessons available on all topics that could be used at the instructor's discretion as a supplement to class or labs, or for review and practice. Problems solving lessons were particularly desired in the sciences.

Almost all instructors expressing an opinion on lesson review thought that all new lessons ought to be previewed by faculty prior to release, but the forms review ought to take commanded no uniformity of judgment. Very few instructors thought that new lessons unsatisfactory to the faculty ought to be prohibited from release.

Mechanics and Administration

The greatest single administrative or technical problem was the relative unavailability of terminals, or of satisfactory time for use. Some instructors who wished to schedule PLATO use during class found that time had to be scheduled early before the term in order to obtain the desired hour. Others who preferred to use PLATO outside of class noted that terminals were not always available for casual use. Moreover, even when terminals were available, sometimes the computer memory capacity was exceeded, preventing students from studying lessons not then already in use at that site. Instructors with large classes were obliged to split their classes for PLATO use, or assign two students to a single terminal.

Complete system failures were less frequent this term than before and accounted for few instructors' complaints. Occasional terminal malfunction or failure of accessory equipment provoked most dissatisfaction. Slide projectors received the greatest number of complaints. Expanded microfiche resources were desired, but many instructors did not indicate whether this was dissatisfaction with the system's capability or with the currently available materials.

INTRODUCTION

The five-year contract between the National Science Foundation and the University of Illinois to implement and evaluate the PLATO[1] system calls for a demonstration and field test during the final two years (1974-76). Five Illinois community colleges[2] are among the educational institutions participating as field test sites. This report about community college PLATO users during Fall 1975 includes only those subject areas coordinated by the University of Illinois: accountancy, biology, chemistry, English, and mathematics. In short, this is a record of a part of the subject areas, in a part of the test sites, during a part of the time. The field test itself represents only a part of the total PLATO use during this two-year period.

The above remarks are intended to place the reported activities within a proper frame of reference and not to minimize their importance. The task of introducing a technological innovation into established educational institutions is more than a matter of installing a functioning system. The primary goal of the field test has been to achieve local commitment that will sustain the use of PLATO in the community colleges beyond the initial heavily subsidized field test period.

Following the first year of the field test, the CERL community college staff and the PLATO staff members from the field test sites met to design data instruments to gather information about PLATO use and users. The PLATO Educational Evaluation and Research Group and the independent evaluator, Educational Testing Service, participated in these work sessions. It seemed obvious from the start that teachers' acceptance of PLATO would depend on such parameters as the quantity and quality of suitable courseware, development of familiarity with the technology, reliability of the computer and terminal, scheduling and administrative support, and availability of other delivery systems. In addition, we felt there was a need to capture in a usable format answers to the following basic questions:

Who were the teachers using PLATO; did they share any common characteristics?

Why did these teachers become involved in the project, how had they been trained?

How did teachers use PLATO in their teaching?

What did teachers see as the strengths and weaknesses of the lesson material and/or the delivery system?

---

[1] PLATO is an acronym for Programmed Logic for Automatic Teaching Operation. It is the official trademark of the University of Illinois Computer-based Education System.

[2] City Colleges of Chicago (Chicago Urban Skills Institute, Kennedy-King College, Malcolm X College, Wright College) and Parkland College, Champaign.

What degree of instructional effectiveness is demanded by users of PLATO lessons?

Who should prepare the materials?

What applications are cost effective?

How much control does system architecture exert on the instructional content or format?

What curricular changes (scheduling/content) are effected by PLATO use?

What teacher behaviors are changed through PLATO use?

As the above questions suggest, the field test was a real world approach to innovation rather than a neatly designed educational experiment with control group studies. An added value of the User's Report is the record it provides of what happened during the field test.

This report should not be viewed as an evaluation; judgments have not been made on the information presented here. Such interpretation would demand familiarity with details of project design such as methods of selection of participants, instructional format, etc.

The community college project feels it can best benefit future educational research in computer-based instruction by reporting on the process and milestones associated with introducing a new technology. To date, 118 PLATO terminals are operating in five schools geographically and culturally distant from a University research laboratory. The Users' Report not only raises demanding questions for continued research but also represents substantial progress in achieving the primary goal of the project.

Teacher Information

(given any time)

Name: 〉____________________ Office Room #: 〉_____ Office Phone: 〉________

College:	Parkland	Dawson	Kennedy-King	Malcolm X	Wright	Other	〉________
	a	b	c	d	e	f	
Department:	Accy	Bio	Chem	English	Math	Other	〉________
	a	b	c	d	e	f	

1. How did you first learn about PLATO? 〉______
   - a. PLATO staff at this college
   - b. U of I staff
   - c. fellow teacher
   - d. other ______________________________

2. Did you take any of these U of I extension courses? (yes or no)
   - a. Summer 1972, Dr. Videbeck -- introductory 〉__________
   - b. Fall 1972, Dr. Videbeck -- authors 〉__________
   - c. Spring 1973, Dr. Videbeck -- users 〉__________
   - d. Spring 1973, Dr. Videbeck -- authors 〉__________
   - e. Spring 1974, Dr. Ghesquiere -- introductory 〉__________
   - f. Fall 1974, Dr. Jordan -- introductory 〉__________
   - g. Spring 1975, Dr. Jordan -- introductory 〉__________
   - h. Spring 1975, Dr. Jordan -- advanced 〉__________

3. How many PLATO lessons have you designed? 〉______

   a. 0 b. 1 c. 2 d. 3 e. 4 f. 5 or more

4. How many PLATO lessons have you programmed? 〉______

   a. 0 b. 1 c. 2 d. 3 e. 4 f. 5 or more

5. Have you had release time for PLATO? (yes or no)
   - a. Fall 1972 〉__________
   - b. Spring 1973 〉__________
   - c. Summer 1973 〉__________
   - d. Fall 1973 〉__________
   - e. Spring 1974 〉__________
   - f. Summer 1974 〉__________
   - g. Fall 1974 〉__________
   - h. Spring 1975 〉__________
   - i. Summer 1975 〉__________
   - j. Fall 1975 〉__________

Teacher Information (continued)

(This question appears each time a "yes" for release time is given.)

6. Number of class hours released? 〉______

a. 3 b. 6 c. 9 d. 12 e. other

7. Have you used PLATO in your classes?

a. Fall 1973 〉__________
b. Spring 1974 〉__________
c. Summer 1974 〉__________
d. Fall 1974 〉__________
e. Spring 1975 〉__________
f. Summer 1975 〉__________
g. Fall 1975 〉__________

8. I received my PLATO training from (yes or no)

a. myself 〉__________
b. credit course 〉__________
c. site coordinator 〉__________
d. assistant site coordinator 〉__________
e. University of Illinois staff 〉__________
f. Fellow teacher 〉__________
g. others 〉__________

9. Number of years teaching experience? 〉______

10. Number of years in this college? 〉______

11. Are you a tenured faculty member? 〉______

Course Information -- Beginning of Semester

Name: 〉______________________

College:	Parkland	Dawson	Kennedy-King	Malcolm X	Wright	Other	〉______
	a	b	c	d	e	f	

Department:	Accy	Bio	Chem	English	Math	Other	〉______
	a	b	c	d	e	f	

Course Number: 〉______

Number of students enrolled now: 〉______

Class schedule day/time: 〉______________

1. Have you scheduled PLATO	(yes or no)
a. during class time	〉______
b. during non-class time with PLATO terminals reserved	〉______
c. during non-class time with no reservation of PLATO terminals	〉______
d. other	〉______

2. Have you scheduled PLATO to	(yes or no)
a. replace classroom instruction and/or lab	〉______
b. review and practice	〉______
c. supplement homework	〉______
d. replace homework	〉______
e. extra credit	〉______
f. other	〉______

3. When there are more students than terminals, will students without terminals	(yes or no)
a. choose their own partners for each session	〉______
b. be assigned partners on a rotating schedule	〉______
c. be assigned partners on a fixed schedule	〉______
d. do other work until a terminal is available	〉______
e. other	〉______

Course Information -- Beginning of Semester (continued)

4. The PLATO course roster will be managed by 〉______
   a. myself
   b. fellow teacher
   c. site coordinator
   d. assistant site coordinator
   e. University of Illinois staff member
   f. other

5. The PLATO curriculum (index, sequence, etc.) will be managed by 〉______
   a. myself
   b. fellow teacher
   c. site coordinator
   d. assistant site coordinator
   e. University of Illinois staff member
   f. other

6. The PLATO lessons your class will use were (yes or no)
   a. recommended by a U of I staff member 〉__________
   b. recommended by a PLATO staff member at this college 〉__________
   c. recommended by a fellow teacher 〉__________
   d. chosen from the course catalog of PLATO lessons 〉__________
   e. other 〉__________

7. Will you have worked through the PLATO lessons as a student before they are used by your class? (yes or no) 〉__________

8. While your class used PLATO, will you be (yes or no)
   a. observing students 〉__________
   b. assisting students with use of PLATO terminals 〉__________
   c. assisting students with lesson content 〉__________
   d. managing course records 〉__________
   e. using PLATO lessons as a student 〉__________
   f. having individual conferences in the PLATO area 〉__________
   g. having small group instruction in the PLATO area 〉__________
   h. present doing non-PLATO related class activities 〉__________
   i. be elsewhere doing class-related activities 〉__________
   j. other 〉__________

Course Information -- Beginning of Semester (continued)

9. Have you been contacted by Educational Testing Service? (yes or no) ______

10. If yes, have you agreed to administer

(yes or no)

a. pre-tests ________

b. post-tests ________

c. student attitude questionnaires ________

Course Information -- End of Semester

Name: 〉____________________

College:	Parkland	Dawson	Kennedy-King	Malcolm X	Wright	Other	〉_____
	a	b	c	d	e	f	
Department:	Accy	Bio	Chem	English	Math	Other	〉_____
	a	b	c	d	e	f	

Course Number: 〉_____

Number of students enrolled now: 〉_____

1. For this class material on PLATO was generally 〉_____
   - a. too difficult
   - b. difficult
   - c. appropriate
   - d. easy
   - e. too easy

2. The amount of material on PLATO for this class was 〉_____
   - a. more than sufficient
   - b. sufficient
   - c. less than sufficient

3. Generally, the quality of the PLATO lessons was 〉_____
   - a. very high
   - b. high
   - c. average
   - d. low
   - e. very low

4. About what percentage of the PLATO lessons did you work through as a student before they were used by your class? 〉_____
   - a. 100%
   - b. 50%
   - c. 25%
   - d. 0%

Course Information -- End of Semester (continued)

5. Did you use PLATO to (yes or no)
    a. replace class instruction and/or lab 〉__________
    b. review and practice 〉__________
    c. supplement homework 〉__________
    d. replace homework 〉__________
    e. extra credit 〉__________
    f. other 〉__________

6. The PLATO lessons your class used were (yes or no)
    a. chosen from the curriculum catalog of PLATO lessons 〉__________
    b. chosen from the hard-copy index 〉__________
    c. recommended by another teacher 〉__________
    d. recommended by a U of I staff member 〉__________
    e. recommended by a PLATO staff member at this college 〉__________
    f. other 〉__________

8. The PLATO course roster was managed by 〉______
    a. myself
    b. fellow teacher
    c. PLATO staff at this college
    d. U of I staff member
    e. other

9. The PLATO curriculum was managed by 〉______
    a. myself
    b. fellow teacher
    c. PLATO staff at this college
    d. U of I staff member
    e. other

10. Were you contacted by ETS? (yes or no) 〉__________
    Did you give the pre-test? 〉__________
    Did you give the post-test? 〉__________
    Did you give the student attitude questionnaires? 〉__________

Course Information -- End of Semester (continued)

(yes or no)

11. Would you use your own time to improve PLATO instruction? 〉_____________.
(e.g., design more lessons, write lesson critiques, etc.)

12. How many scheduled PLATO sessions were seriously affected by mechanical problems? 〉________

Interview Guide

1. What related teaching materials did you use?
(Name of text, workbooks, audio-visuals, practice sets, etc.)

2. Generally, what effect do you think PLATO had on class achievement? Did PLATO seem more or less effective for students of particular ability groups?

3. Do students like class more or less because of PLATO? Why? Did class attitude vary with the learning ability?

4. What was your experience with mechanical problems?

5. Did you prepare alternative class activities if PLATO was "down"?

6. Which lesson topics seem best suited for PLATO instruction?

7. Which lessons seemed of highest quality? Why?

Interview Guide (continued)

8. What are your suggestions for improving lessons?

9. What other course topics would you suggest be taught on PLATO?

10. Which lessons used unique PLATO capabilities: self-paced, individualized, interactive, self-correction, answer judging, branching, animation, diagrams, etc.

11. What scheduling problems did you experience? How could these problems be avoided in the future?

12. Who helped you in using PLATO?

13. Which lessons seemed to fit with your course syllabus? What additional course topics would you like to see covered on PLATO?

Interview Guide (continued)

14. Which lessons seemed to fit the learning level of your class? Which seemed too difficult? too easy?

15. How did you choose which lessons your class would use?

16. What criteria would you use in selecting PLATO lessons if you used PLATO again in teaching this course?

17. What advantages do you see with PLATO?

18. [illegible]t disadvantages do you see with PLATO?

19. How would you change your method of using PLATO the next time you teach this course?

20. How would you compare a PLATO lesson as a teaching method to another media of equal quality? (better or worse)

	b	w		b	w
workbooks	___	___	programmed learning	___	___
audio visuals	___	___	lecture	___	___
homework	___	___	tutors	___	___
textbook	___	___	class discussion	___	___
drill in class	___	___	lab	___	___

Interview Guide (continued)

21. How would you like to see PLATO used in the future?

22. What effect do you think PLATO will have on the teaching profession?

23. How has PLATO affected your classroom teaching?

24. What degree of class preparation is required for a PLATO session?
Is this repeated each time a lesson is used?

25. How should future lessons (curricula) be developed?

26. Who managed the course roster and curriculum?

27. Did you give ETS pre-tests, post-tests, attitude students? Comments?

Interview Guide (continued)

28. Has using PLATO made any important difference to your career?

ACCOUNTANCY

SUBJECT COORDINATOR'S SUMMARY -- ACCOUNTANCY

History

The PLATO accountancy curriculum now contains forty-seven different available lessons, including an introductory lesson and a comment lesson. All could be applicable to material taught in a two-semester introductory accounting course. Nine lessons include elements of cost accounting and therefore could be used in a cost accounting course. Six lessons contain elements of budgeting and management analysis, which may not be covered in some introductory courses.

Thomas Lenehen, Assistant Professor at Wright College (on leave, 1975 - 1976) and James C. McKeown, Associate Professor at the University of Illinois at Urbana-Champaign, were chiefly responsible for the development of the accountancy lessons. Professor Lenehen was instrumental in the development of eleven lessons; Professor McKeown has recoded the same lessons for PLATO IV, has added answer judging to them, and has contributed in other ways to their development. Professor McKeown has been responsible for the development and coding of the remainder of the lessons, except for those on cost accounting and one on partnerships. The cost lessons were developed by a team of graduate students at the University of Illinois at Urbana-Champaign working under the supervision of Hans Martin Schoenfeld as part of a graduate course. Professor McKeown helped code and provide answer judging for these lessons, and he now maintains them as well as all the other accounting lessons, with the single exception of "Partnerships," which was written and coded by George Trent, Assistant Professor at Wright College.

The majority of these lessons had been written and coded by Fall 1974, when the implementation phase of the community college project began. An accountancy coordinator, Dorothy Pondy, was hired by CERL in July 1974. Ms. Pondy compiled a hard-copy index and description of all the accountancy lessons. She also contacted all the instructor-users to introduce them to the available courseware and to assist them in learning to manage their own courses. By Fall 1975, a fairly stable group of instructor-users had been identified. These instructors were, for the most part, able to manage their own student rosters and curriculum on-line index. The coordinator continued to assist the instructors and to act as liaison between them and Professor McKeown. Minor changes in the programs continued to be made as problems arose. Sometimes changes requested by instructors were not made in deference to the pedagogical or philosophic convictions of the authors. In summary, accountancy has progressed from initial lesson development to a fairly well-developed introductory curriculum used by a stable core of instructors at the community college level and at the University of Illinois at Urbana-Champaign.

Current City and Community College Use

During Fall Semester 1975 the PLATO accountancy lessons were used by 597 students for a total of 3,068 hours at Chicago Urban Skills Institute, Kennedy-King College, Malcolm X College, and Wright College (the City Colleges of Chicago); and Parkland College, at Champaign. Additionally, the same lessons were used by at least 1,083 students, for a minimum of 25,526 hours at the University of Illinois at Urbana-Champaign. Lessons were used in both semesters of an introductory accounting course, in a cost accounting course, in learning labs, in an accounting clerk program, and in an adult education course.

Use varied from school to school and from one course to another. The project has not tried to impose a standard format for use on the colleges; rather, it has attempted to describe and document the uses to which PLATO has been put. In school #1 the PLATO accountancy curriculum is used only outside of the regular classroom as a supplement, or a part of a learning laboratory. In schools #2, #3, #4, and #5 PLATO is generally used during classtime for varying reasons. At school #2 there is little free terminal time for students to use PLATO on their own. At schools #3 and #4 the experience has been that students will not come in on their own time because of conflicts with outside jobs, indifference, or other reasons. At school #5 students' programs and schedules are such that scheduled classtime provides the only available access to PLATO.

There has been significantly less use made of the available lessons in the second semester of introductory accounting than in the first semester, for several reasons. First, there are fewer students enrolled in the second semester course, since many drop out of the first semester course. Moreover, some who do finish the first semester elect not to continue. Consequently, there are fewer second semester courses offered. Second, many of the lessons available for the second semester course are designed for management accounting, topics which some schools do not include in the second semester syllabus. Third, some instructors are reluctant to give up classroom time to PLATO. For the most part second semester introductory courses have not used PLATO as a replacement for classtime. In the case of the one instructor who tried to do so, the class met so late in the evening that the PLATO lab closed shortly after the class began.

Instructor Evaluation

In general, instructors are satisfied with the available PLATO accountancy lessons. They feel that the lessons are appropriate for use by community college students; and that there is sufficient, although not complete, coverage of topics in lessons of average to good quality. Differences of opinion among authors and instructors have created some minor problems concerning some items and issues. One frequently shared opinion is that there should be a larger number of alternate answers that are acceptable, and that spelling mistakes should not be penalized.

Some topics, such as debits and credits, journal entries, and special journals, could be supplemented by new lessons. Other topics, such as payroll systems, deferrals and accruals, personal income taxes, and payroll taxes, are not currently covered in any lessons, and need to have new lessons written for them. Two instructors who have release time during Spring Semester 1976 will be working at developing new lessons on these topics.

With one unfortunate exception, instructors were not significantly bothered by mechancial malfunctions during the fall semester. Except for the fact that everyone would like to have more time available for students to use PLATO outside of class, scheduling posed no serious problems.

ID NUMBER Accountancy Instructor #1

COURSE INFORMATION

Name	Accounting Clerk (continuing)
*Enrollment	10/9
Schedule	during class
PLATO Use	review and practice
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	25%
Sessions Affected by Failure	2 or 3
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

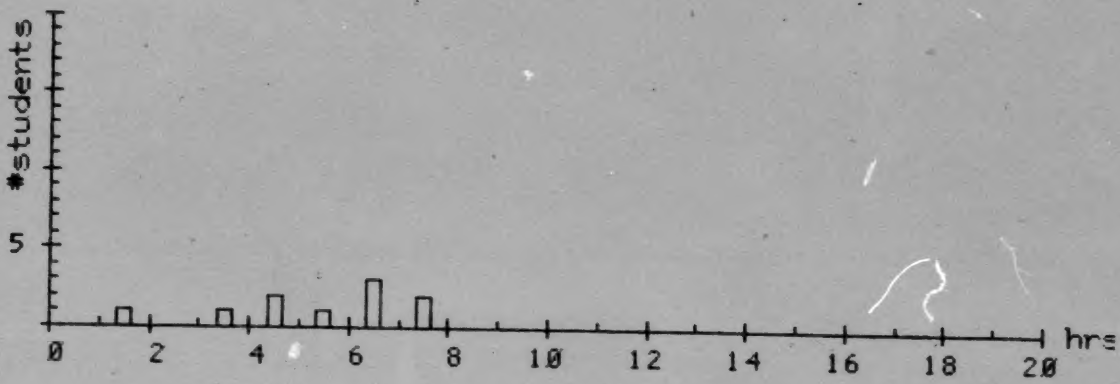
First PLATO Contact	Ms. Law (P. leader)
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 75 - Fall 75
Source of PLATO Training	site coordinator
Years Teaching	no response
Years at this College	1/2
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- Accountancy Instructor #1

No interview conducted.

Accounting Clerk



Usage distribution
Totals: 10 students, 49 hours. Average: 4.9

ID NUMBER Accountancy Instructor #2

COURSE INFORMATION

Name	Adult Education Accounting
*Enrollment	28/15
Schedule	during class
PLATO Use	replace classwork, review and practice, replace homework
Roster	self
Curriculum	self
Lesson Source	U of I staff, college PLATO staff, course catalog
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	1
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	1
PLATO Lessons Programmed	1
Release Time	Spring 73
Prior PLATO Use	Spring 74, Fall 75
Source of PLATO Training	self, site coordinator, U of I staff
Years Teaching	8
Years at this College	8
Tenure	yes

*Term beginning/end

ID NUMBER Accountancy Instructor #2

COURSE INFORMATION

Name	Introduction to Accounting - 2
*Enrollment	73/52 (total 2 sections)
Schedule	outside of class, terminals not reserved; occasional in-class use
PLATO Use	replace classwork, review and practice, replace homework
Roster	self
Curriculum	self
Lesson Source	U of I staff, college PLATO staff, course catalog
Lesson Preview	yes
ETS	posttests

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	0 (both sections)
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	1
PLATO Lessons Programmed	1
Release Time	Spring 73
Prior PLATO Use	Spring 74, Fall 75
Source of PLATO Training	self, site coordinator, U of I staff
Years Teaching	8
Years at this College	8
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Accountancy Instructor #2

General

PLATO's effect on student achievement is mixed; it certainly helps some but for others it is no benefit. Approximately 65% of those helped are slower students and the remaining 35% are better students. On the whole, students like it better because it is an interesting program and provides them a means of review. Better students find it unnecessary and some refuse to attend PLATO session. PLATO is a unique and different approach which provides effective review and reinforcement. Its disadvantages are its insistence on rigid answer requirements and its inability to discern typing errors from incorrect answers.

PLATO is equal to homework and to a text. It is not as satisfactory as class discussion. PLATO, however, is better than all other suggested media and forms of instruction.

Use and Lessons

PLATO was used in class in the Adult Education course and out of class in the Introduction to Accountancy - 2 courses. PLATO was employed for review and practice and to replace homework. No change is planned for the future.

The text for the course was Accounting Principles by Niswonger and Fess. PLATO lessons were selected from the on-line index by Tom Lenehen to correspond to the chapter order of the syllabus.

Journal entries problems provided the best topics for PLATO and the majority of lessons were fairly good. Lessons involving journalizing and posting made best use of PLATO's special features. Lessons on journal entries, classification of accounts, and special journals best fit the instructor's syllabus. While the learning level of most lessons is just right, the lesson on adjusting entries was too hard and provided too many of the same type of problems.

In the future, teachers should prepare the text of the lessons for the professional programmer to implement. More lessons should be developed to fit the syllabus of Accounting 102 and new and existing lessons should not require such stringent typing requirements.

Mechanics and Administration

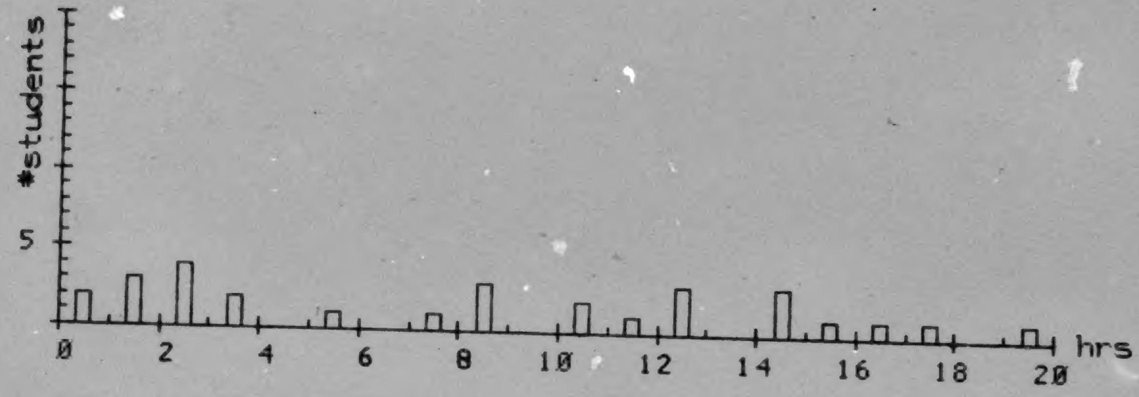
Technical malfunctions were minimal. This year represents an improvement over past experiences. No scheduling problems occurred.

Richard Neapolitan and Al Meers managed the class roster and Tom Lenehen, Meers, and Neapolitan assisted the instructor in the use of PLATO.

PLATO reduces the role of the teacher in the classroom and, in this instructor's opinion, this is a good thing; students learn more quickly and painlessly with PLATO. Moreover, PLATO can be used to cover areas which would otherwise have to be skipped in class. So far, PLATO has had no influence on the instructor's career.

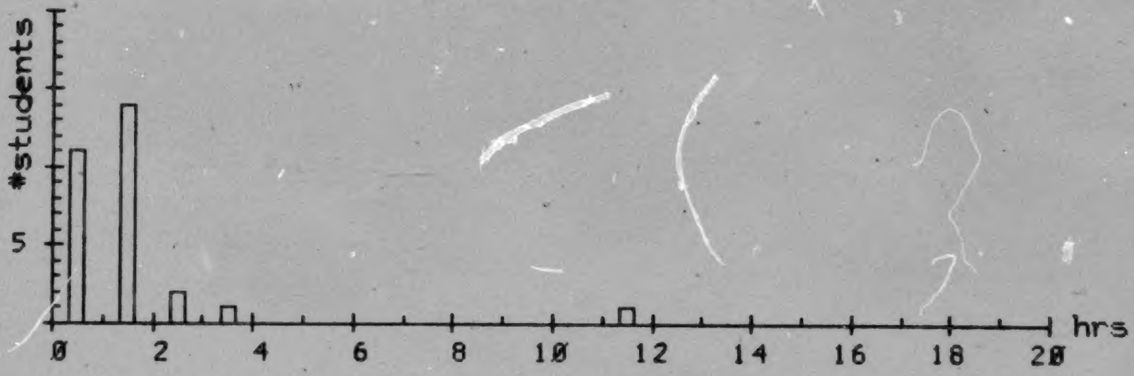
Accountancy Instructor #2 -- continued

Adult Education Accounting

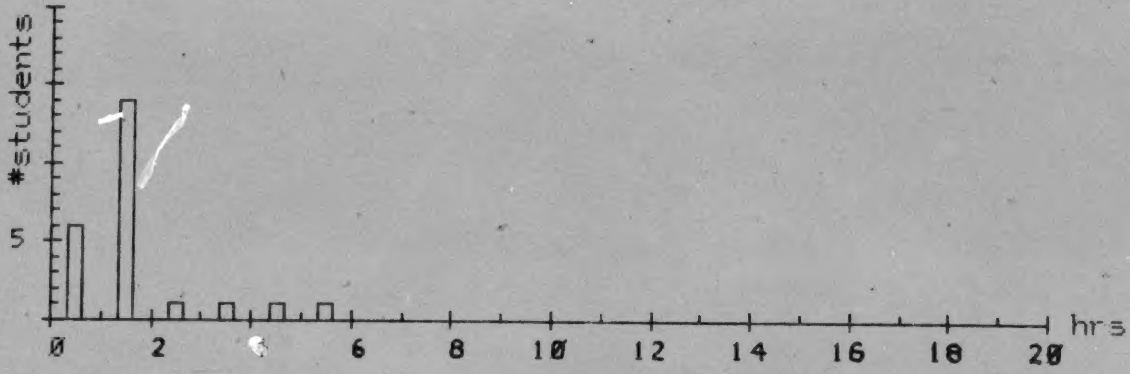


Usage distribution
Totals: 29 students, 229 hours. Average: 7.9

Introduction to Accounting - 2



Usage distribution
Totals: 29 students, 32 hours. Average: 1.1



Usage distribution
Totals: 24 students, 28 hours. Average: 1.2

ID NUMBER Accountancy Instructor #3

COURSE INFORMATION

Name	Introduction to Accounting - 1 (3 sections)
*Enrollment	106/73 (total 3 sections)
Schedule	during class
PLATO Use	review and practice, supplement homework
Roster	self
Curriculum	U of I staff
Lesson Source	course catalog, U of I staff
Lesson Preview	some
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	30%
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 74 - Fall 75
Source of PLATO Training	site coordinator, asst site coordinator, fellow instructor
Years Teaching	13
Years at this College	13
Tenure	yes

*Term beginning/end

ID NUMBER Accountancy Instructor #3

COURSE INFORMATION

Name	Introduction to Accounting - 2
*Enrollment	25/no response
Schedule	outside of class, terminals not reserved
PLATO Use	review and practice, supplement homework
Roster	self
Curriculum	U of I staff
Lesson Source	U of I staff
Lesson Preview	some
ETS	no

COURSE EVALUATION

Level of Lessons	no response
Quantity of Lessons	no response
Quality of Lessons	no response
% Lessons Previewed (approx.)	no response
Sessions Affected by Failure	no response
Would You Use Your Own Time to Improve PLATO Instruction	no response

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 74 - Fall 75
Source of PLATO Training	site coordinator, asst site coordinator, fellow instructor
Years Teaching	13
Years at this College	13
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Accountancy Instructor #3

General

So far, the influence of PLATO on achievement is not measurable and the instructor reserves judgement until information is available that will prove the worth of PLATO. However, students seem to like it, perhaps because it is new and novel, but at any rate it may provide a good adventure for the class. It can make learning painless and fun, although some students are antagonized by the stumbling blocks of poor programming within lessons.

PLATO is better than audio-visual aids, although it is worse than homework, lecture, tutors, or discussion. The instructor prefers not to try to judge it in comparison to other media or forms of instruction.

Use and Lessons

PLATO was used in class for review and practice. In the future, the instructor would use PLATO in the same way, although he would reduce class-time allotted to less than one session a week.

The text for the course was Introductory Accounting, eleventh edition by Niswonger and Fess. The instructor selected appropriate elementary PLATO lessons from the on-line and hard-copy indexes.

The topics dealing with material covered at the beginning of the course were best, although no individual lessons were identified as particularly good. Many lessons use PLATO effectively and the simpler lessons, those appropriate to the first two months of the course, fit his syllabus best. The learning level of most lessons was appropriate.

No matter who authors lessons in the future, all need editorial review. While the subject matter coverage of existing lessons is adequate, the instructor has given to the accountancy coordinator, Dorothy Pondy, a list of suggestions for improving present lessons, including recommendations for improvement of mechanics, content, and approach.

Mechanics and Administration

This instructor seemed to be uniquely troubled with severe mechanical difficulties. At times, one-half the terminals were operable; as a consequence, students were frequently obliged to double up so no time would be lost. However, no scheduling problems arose.

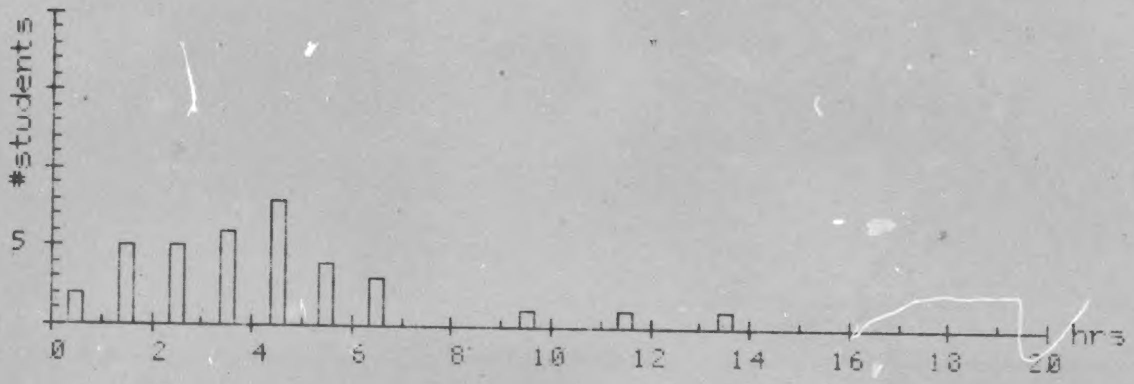
Al Meers managed the class roster and Lenehen, Pondy, and Meers provided help in the use of PLATO.

ETS pretests, posttests, and attitude surveys were given.

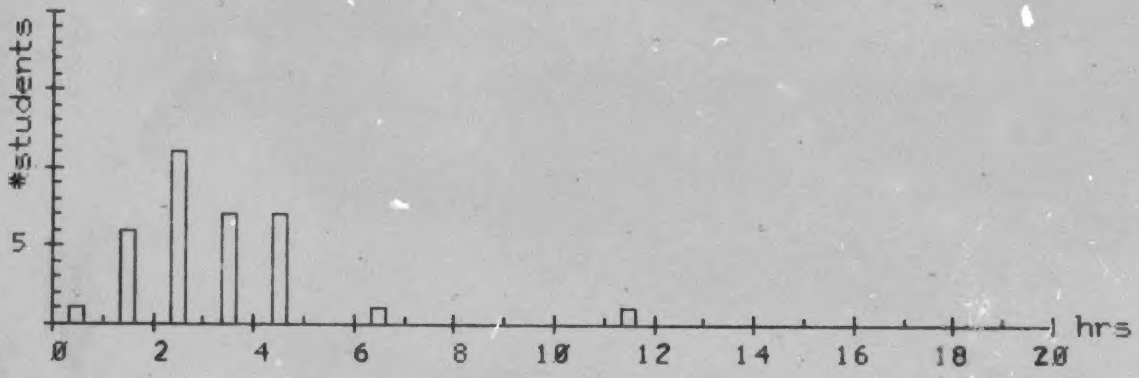
PLATO has made one day's teaching a week easier for this instructor, although it has squeezed the classtime available to cover the course material. So far, the instructor sees no particular impact of PLATO on the teaching profession.

Accountancy Instructor #3 -- continued

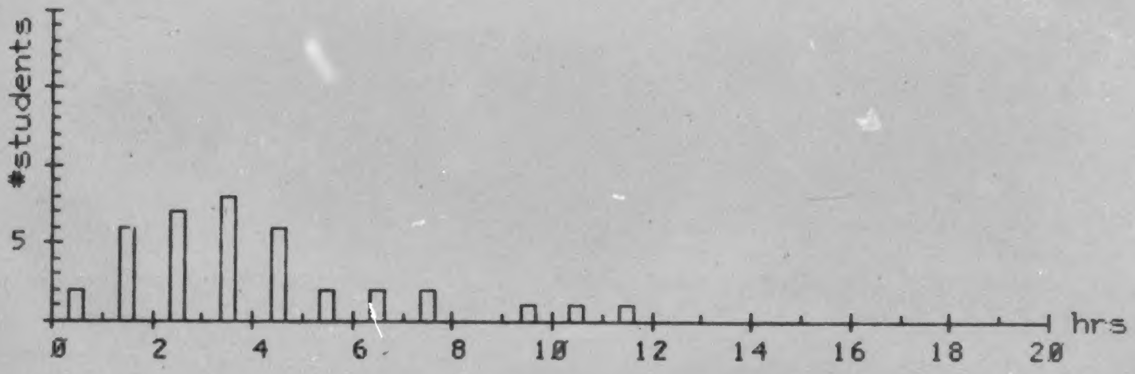
Introduction to Accounting - 1



Usage distribution
Totals: 36 students, 136 hours. Average: 3.8



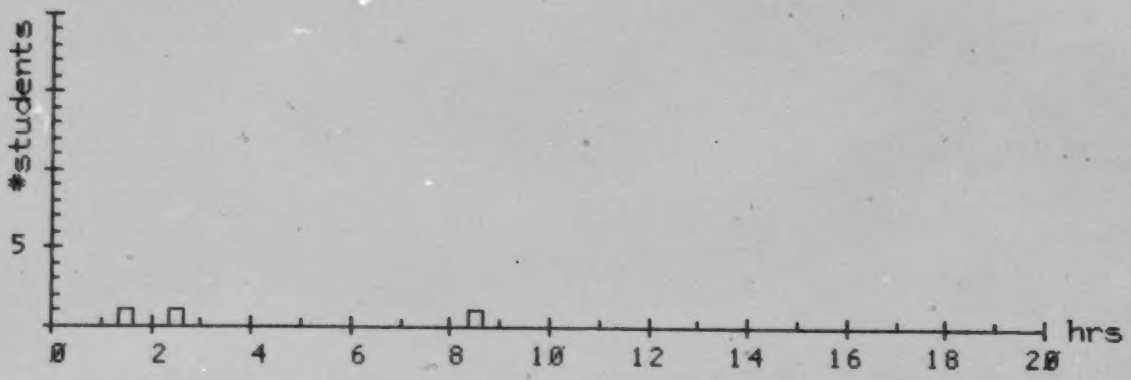
Usage distribution
Totals: 34 students, 94 hours. Average: 2.8



Usage distribution
Totals: 38 students, 134 hours. Average: 3.5

Accountancy Instructor #3 -- continued

Introduction to Accounting - 2



Usage distribution
Totals: 3 students, 11 hours. Average: 3.7

ID NUMBER Accountancy Instructor #4

COURSE INFORMATION

Name	Introduction to Accounting - 1
*Enrollment	/16
Schedule	no response
PLATO Use	review and practice, supplement homework
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	U of I staff
U of I Extension Course	Spring 73, Videbeck, users
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	Summer 75
Prior PLATO Use	Spring 74 - Fall 75
Source of PLATO Training	self, U of I staff
Years Teaching	8
Years at this College	6
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- Accountancy Instructor #4

General

The instructor is not sure that PLATO has made any significant effect on student achievement. He has not evaluated the achievement of students either in this or previous semesters. Moreover, attrition rates seem the same for classes with or without PLATO. In contrast, those students that use PLATO and like it in the first semester want it in the second semester course. Better students seem to like PLATO more, for it gives immediate answers to questions, eliminating the need to wait for the next class. PLATO helps students cover more and forces them to do the work; every student is obliged to participate. If PLATO has a principal disadvantage, it is that outside time is required of students unless classtime is sacrificed.

In general, PLATO is better than a workbook, homework, programmed learning, or tutors. The instructor is undecided about its comparison to drill and lab, and it is not as satisfactory as the remaining kinds of instruction or media.

Use and Lessons

The text for the course was Niswonger and Fess' Accounting Principles, eleventh edition, and the appropriate practice sets for that text. Complementary PLATO lessons were chosen from the course catalog and reviewed prior to assignment.

Topics covered in the first few weeks on journalizing suit PLATO exceptionally well. Especially good lessons are those on journalizing, and the lesson on changes in balance sheet equations. The latter fits almost perfectly with the material in the text. Lessons on special journals used PLATO's unique capabilities exceptionally well. The instructor noted that most students liked to be called by first names and those lessons which are personalized provoked good response. The learning level of the lessons chosen was appropriate since the instructor had previewed all lessons especially to eliminate those too easy or too difficult.

In the future, lessons should be developed on materials appropriate to second through fourth semesters of accounting work. New lessons for entries and special journals and sales purchase transactions, as well as appropriate worksheets for both, should be developed. Both new and existing lessons should eliminate differences in terminology from standard texts.

Mechanics and Administration

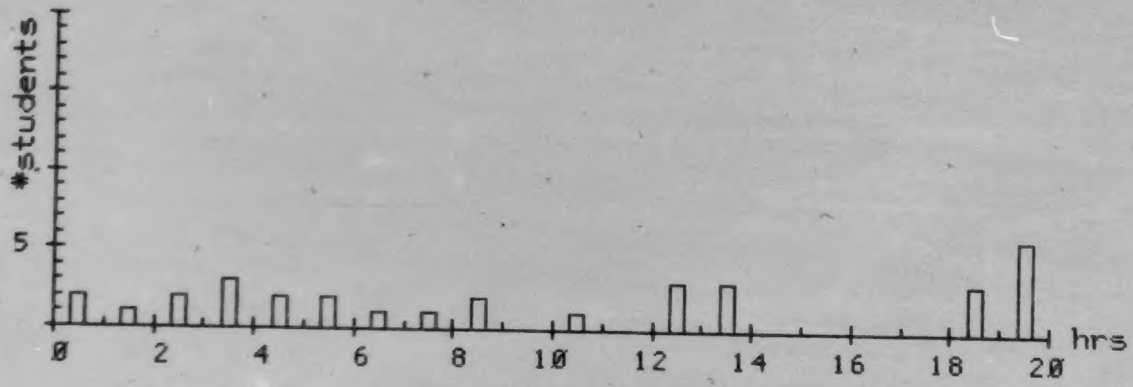
Occasional terminal red-lighting posed the only mechanical problems during the term. The instructor deliberately chose a night class to avoid scheduling problems. The instructor managed both the curriculum and the roster himself. Mits Yamada and Dorothy Pondy provided general assistance in the use of PLATO.

ETS pretests and posttests were given although the instructor has no comment on the adequacy or usefulness of the tests.

Accountancy Instructor #4 -- continued

Ideally, instruction in accounting should consist of a combination of PLATO and classroom work. The instructor would like to see one hour of classroom work with three hours of PLATO. On the whole, PLATO has helped simplify teaching accounting, although it has had no effect on classroom work. The instructor did not estimate the effect of PLATO on his career, although he was aware that the administration of his college knew of his involvement with PLATO.

Introduction to Accounting - 1



Usage distribution
Totals: 32 students, 383 hours. Average: 12.0

ID NUMBER Accountancy Instructor #5

COURSE INFORMATION

Name	Introduction to Accounting - 1
*Enrollment	32/25
Schedule	during class
PLATO Use	replace classroom work
Roster	self
Curriculum	self
Lesson Source	U of I staff, college PLATO staff
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 74 - Fall 75
Source of PLATO Training	self, fellow instructor
Years Teaching	13
Years at this College	13
Tenure	yes

*Term beginning/end

ID NUMBER Accountancy Instructor #5

COURSE INFORMATION

Name	Introduction to Accounting - 2
*Enrollment	22/20
Schedule	outside of class, terminals not reserved
PLATO Use	review and practice
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	no
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	0%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 74 - Fall 75
Source of PLATO Training	self, fellow instructor
Years Teaching	13
Years at this College	13
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Accountancy Instructor #5

General

Use of PLATO suffered because of the strike by the community college teachers in the City Colleges of Chicago system. Lost time is particularly troublesome in the use of PLATO for, at least to this instructor, more can be covered in class in the same amount of time. There seems to be no difference in attitude toward PLATO among ability groups. PLATO does provide good class supplement for students intrigued by novelty; it heightens interest in the course. However, mechanical problems, such as inoperative terminals, limit its use, as does unfamiliarity among students about the use of the system.

Use and Lessons

PLATO was used during classtime to replace some classroom instruction; no change in use is planned in the future, although the instructor would like students to be able to drop in to use PLATO as a class supplement and not as a substitute.

The course was assigned Introductory Accounting, eleventh edition, by Niswonger and Fess, and homework problems. PLATO lessons recommended by University of Illinois staff members and by PLATO staff at the college were selected to fit the course syllabus. Most of the topics covered in the index fit. The lesson on the worksheet the instructor thought particularly good. All the accounting lessons are sufficiently interactive to make good use of PLATO's special characteristics, and all the lessons fit the instructor's syllabus. The learning level of the lesson Adjusting Entries was too difficult, although the majority of lessons are satisfactory. If there is a general complaint, it is that lessons are too long, especially the lesson Special Journals.

No specific suggestions for lesson improvement were noted, although the instructor did feel that the available lessons were designed more for the use of University of Illinois students; they did not fit easily with his text.

Mechanics and Administration

No mechanical problems occurred nor did scheduling problems except for the fact that insufficient terminals were available for the class.

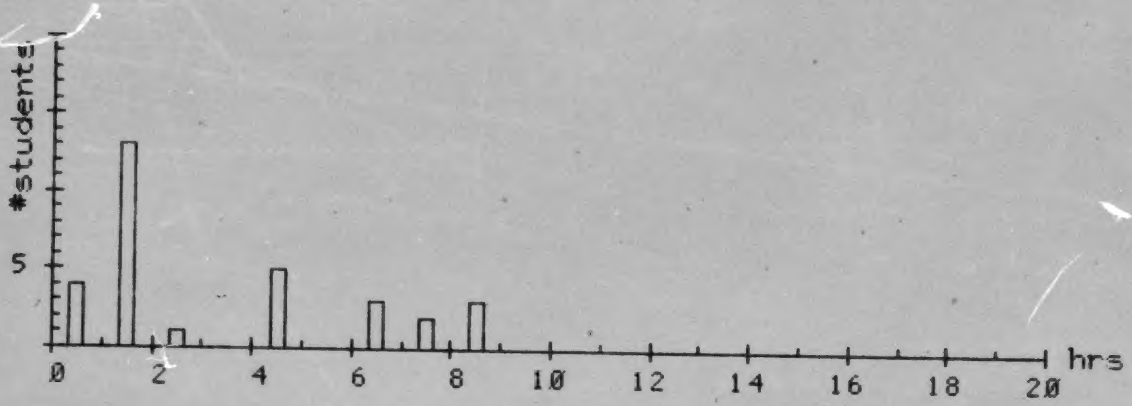
Laboratory aides managed the roster of the course and Dorothy Pondy provided assistance in the use of PLATO.

The course had no ETS contact.

The instructor estimates that PLATO will have a minimal effect on the teaching profession. It certainly will not replace a teacher. So far, it has had no effect either on his classroom teaching or on his career.

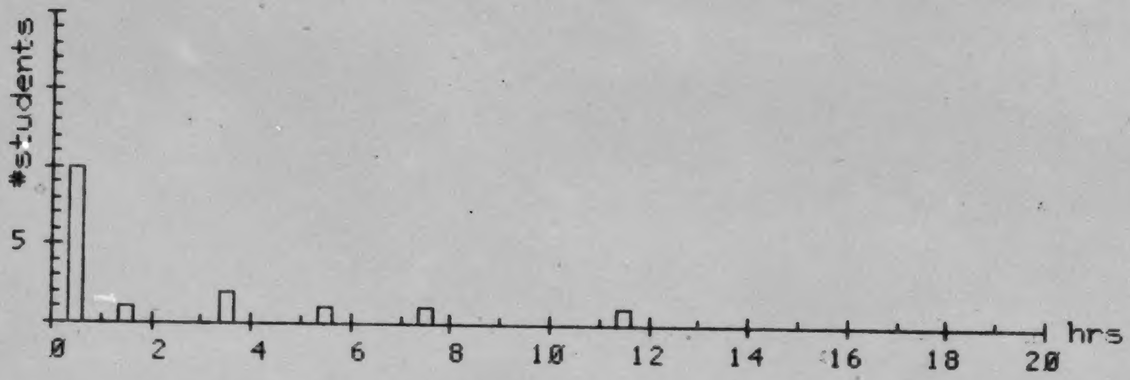
Accountancy Instructor #5 -- continued

Introduction to Accounting - 1



Usage distribution
Totals: 31 students, 91 hours. Average: 2.9

Introduction to Accounting - 2



Usage distribution
Totals: 16 students, 30 hours. Average: 1.9

ID NUMBER Accountancy Instructor #6

COURSE INFORMATION

Name	Introduction to Accounting - 1
*Enrollment	35/
Schedule	during class; outside of class, terminals not reserved
PLATO Use	replace classwork, review and practice, supplement homework
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	no response
Quantity of Lessons	no response
Quality of Lessons	no response
% Lessons Previewed (approx.)	no response
Sessions Affected by Failure	no response
Would You Use Your Own Time to Improve PLATO Instruction	no response

INSTRUCTOR INFORMATION

First PLATO Contact	U of I staff, fellow instructor
U of I Extension Course	Spring 73, Videbeck, users
PLATO Lessons Designed	5+
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 74 - Fall 75
Source of PLATO Training	self, credit course, site coordinators, U of I staff
Years Teaching	6
Years at this College	4
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- Accountancy Instructor #6

General

No general assessment can be made of PLATO's influence on student achievement. At times, it seems to help; some students however will not try to puzzle out answers and will go through the motions of using PLATO on a kind of trial and error basis until they get right answers. There is little feedback from students about their attitudes toward PLATO. Better students seem to like it more; slower students like it less and see it as one more opportunity for failure. PLATO's principal advantage is that it provides a one-on-one relationship. No student can hide from his terminal as he can from the instructor in the classroom. PLATO's disadvantage is that it may permit some students to play around with the equipment and fail to complete lessons or fail to understand the lessons they do complete.

PLATO is a better aid than laboratory, programmed learning, workbooks, homework. It is not as good as a text, drill, lecture, tutors, or class discussion.

Use and Lessons

PLATO was used one day a week as a replacement for classtime. Lessons were used to replace class instruction, for review and practice, and to supplement homework. Students were also permitted to use terminals without reservation as they were available for review. In the future, the instructor would like to have a less rigid schedule. Sometimes the class is not ready for the scheduled PLATO lesson at the hour scheduled for PLATO.

The course required Accounting Principles, eleventh edition, by Niswonger and Fess, a workbook, and some ditto sheets provided by the instructor. PLATO lessons were selected from the printed catalog; the instructor previewed all lessons before they were assigned. Those topics which required the student to participate and to produce answers, for example Journal Entries, suit PLATO best. The most satisfactory lessons were Changes in Balance Sheet Equations and Classification and Normal Balances. These lessons not only pleased the instructor, the students succeeded well in them. Many lessons fit the instructor's syllabus and those with game approaches, especially Special Journals, make best use of PLATO's special capabilities. The learning level of most lessons is satisfactory; none are too easy and the lesson on income statements is too hard.

Mechanics and Administration

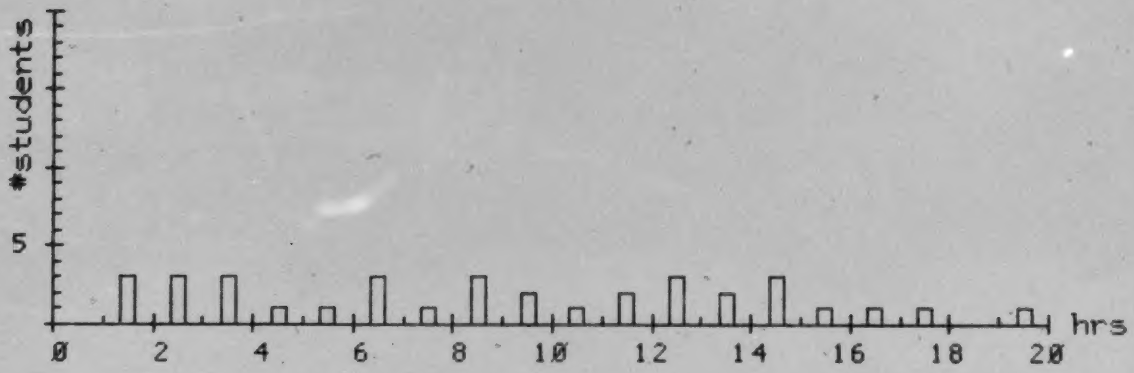
Although there was never a total failure of the system, some red-lighting interrupted use as did a lack of sufficient terminals. The instructor had no scheduling problems except for the fact that he would like more flexible scheduling and more opportunity for students to drop in to use PLATO at their convenience. Errol Magidson managed the roster and Tom Lenehen helped with general problems with PLATO. The instructor has taken the users course from Dr. Videbeck.

Accountancy Instructor #6 -- continued

ETS pretests, posttests, and attitude surveys were given.

PLATO's influence on the teaching profession can only be good. It may not affect classroom work greatly but it can supplement it efficiently.

Introduction to Accounting - 1



Usage distribution
Totals: 35 students, 298 hours. Average: 8.5

ID NUMBER Accountancy Instructor #7

COURSE INFORMATION

Name	Introduction to Accounting - 1
*Enrollment	37/22
Schedule	during class
PLATO Use	review and practice, supplement homework
Roster	self
Curriculum	self
Lesson Source	course catalog, U of I staff
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	25%
Sessions Affected by Failure	1 1/2
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	Spring 75, Jordan, intro
PLATO Lessons Designed	2
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 74 - Fall 75
Source of PLATO Training	self, credit course, site coordinators, U of I staff, fellow instructors
Years Teaching	9 1/2
Years at this College	8 1/2
Tenure	yes

*Term beginning/end

ID NUMBER Accountancy Instructor #7

COURSE INFORMATION

Name	Introduction to Accounting - 2
*Enrollment	36/27
Schedule	during class
PLATO Use	review and practice, supplement homework
Roster	self
Curriculum	self
Lesson Source	course catalog, U of I staff
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	Spring 75, Jordan, intro
PLATO Lessons Designed	2
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 74 - Fall 75
Source of PLATO Training	self, credit course, site coordinators, U of I staff, fellow instructors
Years Teaching	9 1/2
Years at this College	8 1/2
Tenure	yes

*Term beginning/end

ID NUMBER Accountancy Instructor #7

COURSE INFORMATION

Name	Cost Accounting
*Enrollment	37/32
Schedule	during class
PLATO Use	review and practice, supplement homework
Roster	self
Curriculum	self
Lesson Source	course catalog, U of I staff
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	0%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	Spring 75, Jordan, intro
PLATO Lessons Designed	2
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 74 - Fall 75
Source of PLATO Training	self, credit course, site coordinators, U of I staff, fellow instructors
Years Teaching	9 1/2
Years at this College	8 1/2
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Accountancy Instructor #7

General

PLATO's effectiveness seems to depend on the abilities of the using group. For good students, it has a positive influence; for poor students, it is of very little use unless the students themselves are quite determined. It does, however, provide an alternate approach. Some students are, unfortunately, against machines in general. PLATO is too impersonal for them. A cross section of students, however, like PLATO. PLATO provides an alternate media which can reinforce effectively. If students are interested in the material, PLATO will produce a better understanding. Some students, however, are afraid of PLATO and some are too indifferent to use it. Some such difficulties may result from frustration with programming and mechanical difficulties of the system.

PLATO is better than programmed learning and laboratory, although it is not as satisfactory as homework and it is difficult to compare with other media or other forms of instruction.

Use and Lessons

PLATO was used during classtime for review and practice and to supplement homework. In the future, the instructor would like students to be able to use PLATO on a casual basis but difficulties in scheduling may preclude this.

The instructor's courses in Business 101 and 102 used Niswonger and Fess' Accounting Principles and practice sets available for the text. Appropriate PLATO lessons were selected to supplement chapters of the text covered in class and were assigned to be used concurrently with the relevant class materials.

Topics covered in the early part of the course, especially procedure and posting, best suit PLATO. Most lessons seemed adequate. Lessons on recording procedures best fit the syllabus for 101; lessons on corporations, ratios and analysis, working capital, and inventory turnover best suited 102. The learning level of most lessons was satisfactory, although some terminology in some lessons was too difficult. Finally, many 101 lessons seemed to be no more than transposition of the text onto PLATO; it is the 102 lessons that more fully exploit PLATO's unique characteristics.

In the future, new material should be developed on the recommendations of the classroom teacher. New lessons on taxes should be prepared and both new and old lessons should be written to provide alternate answers.

Mechanics and Administration

Two class sessions were lost to mechanical failure, and at times students had to double up on terminals because of the class size. Scheduling has been a real problem for the class that meets at 8:40 in the evening since the library closes at 9:00 p.m. The instructor has also had to police the terminals to get students from previous classes off so that his students can use PLATO.

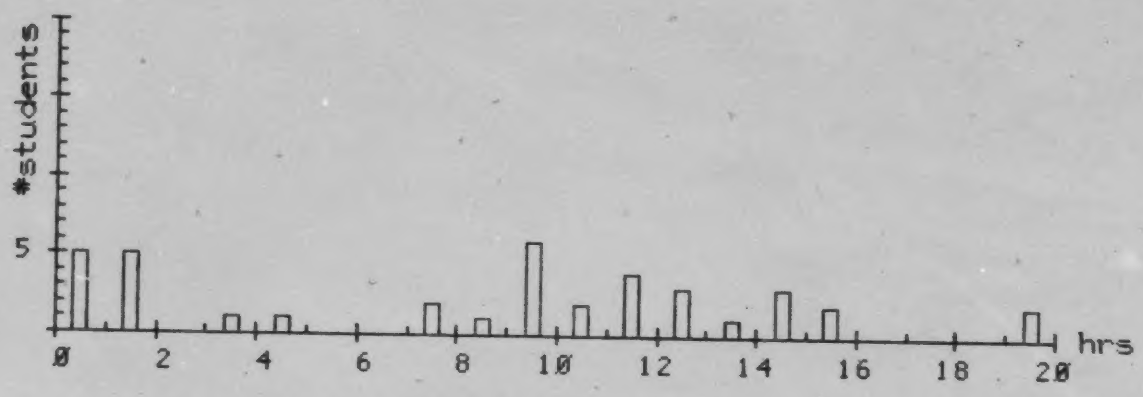
Accountancy Instructor #7 -- continued

The instructor managed the class roster himself with the assistance of Al Meers and Jack Jameson. Jameson, Meers, and Richard Neapolitan also provided help in using PLATO.

ETS tests were given to both PLATO sections and to the control sections.

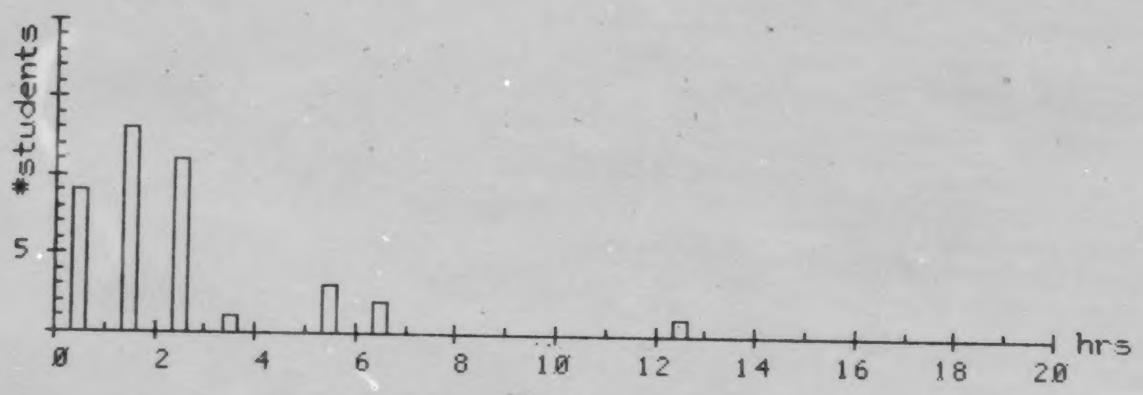
PLATO both forces and motivates the instructor to do a better classroom job. It permits him to get closer to his students and get to know them better. Moreover, it may have affected his career by expanding his vision and permitting him to grow as a teacher.

Introduction to Accounting - 1



Usage distribution
Totals: 38 students, 316 hours. Average: 8.3

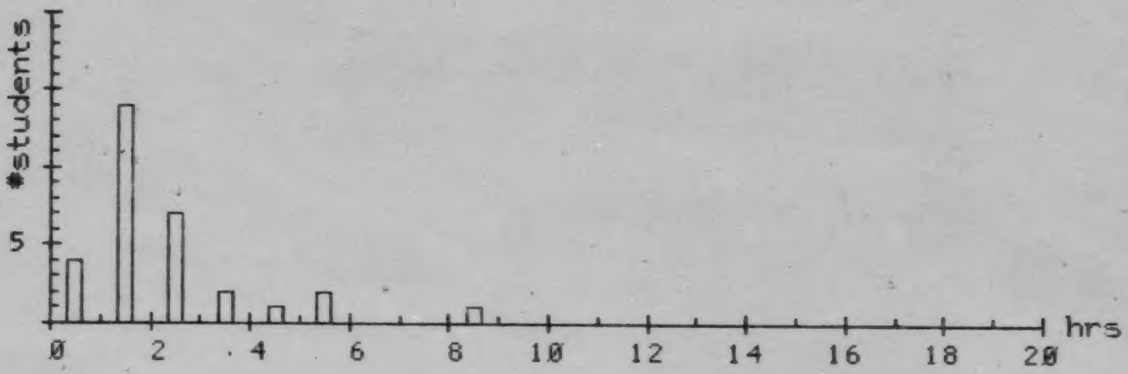
Introduction to Accounting - 2



Usage distribution
Totals: 40 students, 77 hours. Average: 1.9

Accountancy Instructor #7 -- continued

Cost Accounting



Usage distribution
Totals: 31 students, 56 hours. Average: 1.8

ID NUMBER Accountancy Instructor #8

COURSE INFORMATION

Name	Accounting Curriculum, including: Introduction to Accounting - 1, Learning Lab (credit), Learning Lab (non-credit)
*Enrollment	120/120 (all data aggregated)
Schedule	outside of class, terminals not reserved
PLATO Use	review and practice, supplement homework
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	no class use
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 75
Source of PLATO Training	self, fellow instructor
Years Teaching	10
Years at this College	1 1/2
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- Accountancy Instructor #8

General

PLATO is an excellent supplement to coursework for poor students but it is of questionable value for good students. It is not an adequate substitute for classroom work. For all students generally it is at least equal to other teaching aids and clearly superior to some tutors. Good visual presentation and quick response make it the best visual aid instruction available. However, some topics are not covered and others covered poorly. Moreover, some lessons present material differently than the instructor would. These considerations, together with the mechanical unreliability of the system, preclude its use as a classtime replacement in the near future. Moreover, good typing skills are required, and some students tend to hit the wrong execute key.

Use and Lessons

The system was used as a voluntary supplement to classroom work. Although students in difficulty were instructed to use PLATO and were strongly advised to comply, no classroom time was set apart for use. Students could use PLATO at their convenience, and an open block of time was scheduled for all accounting students who wished to use PLATO terminals. No evident problems with this arrangement were encountered. Niswonger and Fess' Accounting Principles, eleventh edition, and the accompanying practice sets 2 and 3 were the primary teaching materials. Study guides were also used by students in Learning Lab.

PLATO lessons which paralleled the textbook lessons were chosen from the descriptions provided in the PLATO lesson catalog. PLATO materials chosen varied in quality. The instructor liked best the lessons on Classification of Accounts, Classification and Normal Balances, Inventories, and Notes and Interest. The instructor did not like the presentation of lesson on Changes in Balance Sheet Equations, and did not use either the lessons on Income Statements or General Ledger because they were too difficult. Students appeared to like least the lesson on Bank Reconciliation.

Mechanics and Administration

The instructor and another accounting instructor jointly managed rosters for all students who wished to use PLATO. Additionally, she managed her own curriculum. Terminal malfunctions and system downtime posed no problems except for one hang-up in an instructor file.

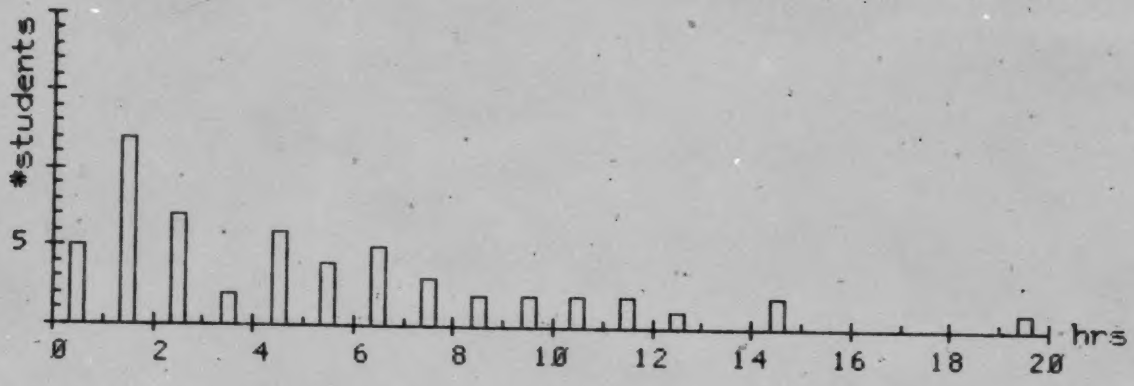
The instructor is interested in designing, but not programming, a lesson on payrolls. She has had no contact with ETS during the semester.

Recommendations

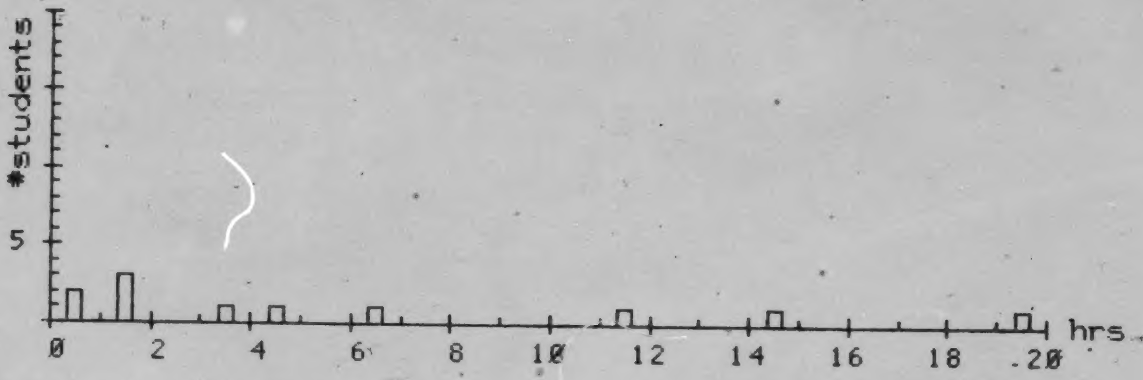
Lessons could be improved by revising them to make questions explicit and by revising programs to accept alternate correct answers. Special emphasis should be placed on distinguishing the letter l from the number 1. The accounting resources could be enriched by the addition of lessons on payroll and deferrals and accruals. All faculty should be encouraged to use PLATO as a supplementary aid.

Accountancy Instructor #8 -- continued

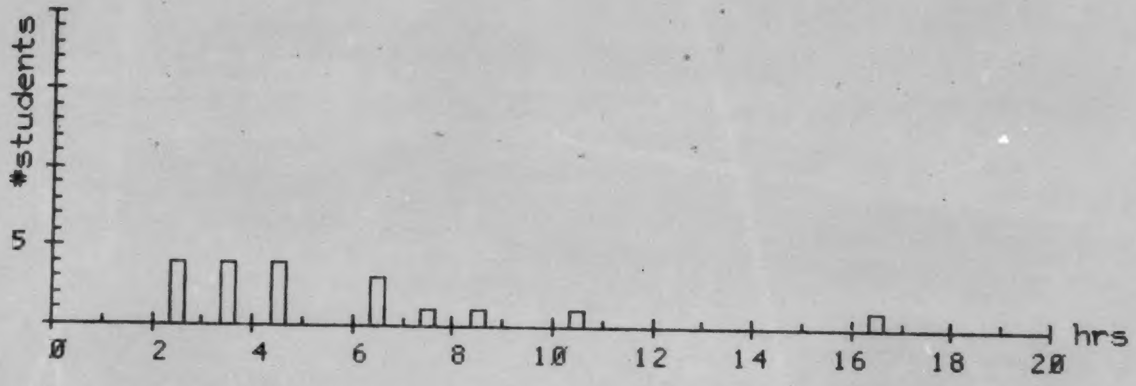
Accounting Curriculum



Usage distribution Introduction to Accounting - 1
Totals: 56 students, 277 hours. Average: 4.9



Usage distribution Learning Lab (credit)
Totals: 11 students, 61 hours. Average: 5.5



Usage distribution Learning Lab (non-credit)
Totals: 19 students, 95 hours. Average: 5.0

ID NUMBER Accountancy Instructor #9

COURSE INFORMATION

Name	Accounting Curriculum, including: Learning Lab (credit), Learning Lab (non-credit), Introduction to Accounting - 2
*Enrollment	110/ (all data aggregated)
Schedule	outside of class, terminals reserved; outside of class, terminals not reserved
PLATO Use	review and practice, supplement homework, replace homework, replace class instruction (Learning Lab only)
Roster	self
Curriculum	self, fellow teacher (Intro to Accounting only)
Lesson Source	course catalog
Lesson Preview	some
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	less than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	no class use
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 74 - Fall 75
Source of PLATO Training	self, site coordinator, U of I staff
Years Teaching	10
Years at this College	6
Tenure	yes

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*Term beginning/end

INTERVIEW SUMMARY -- Accountancy Instructor #9

General

PLATO is a tool of variable effectiveness for differing students in different classes. For some it is excellent; others it antagonizes, and for that reason it is a fine supplementary aid to classroom instruction, but one whose use should be optional. PLATO can provide individual drill and answer individual questions a teacher has little or no time for. It teaches and corrects without intimidating or embarrassing the student. It is especially valuable in Learning Lab.

PLATO's chief disadvantages are its occasional mechanical unreliability and its lack of human "warmth." Students object to losing credit for a completed lesson when the system fails.

Although PLATO is a valuable aid, it cannot in itself replace instructors or text books. It is about equal to a tutor but much less expensive than a staff of competent tutors. It can supplement, but not replace, workbooks.

Use

PLATO was used as a supplement to classroom work in Accounting 101, 102, 203, and Learning Lab. Each student was assigned a sequence of lessons that suited his course and needs. In Learning Lab students were given credit for completing a sequence of lessons. In the other courses, students could earn up to 100 points by completing a sequence of lessons. The points could then be used to replace a low test grade. By this use, poorer students were helped while more able ones were not penalized.

Five standard sequences were prepared which satisfied the needs of approximately 50% of the students. Individual sequences were prepared for the remainder. The standard sequences were 1) 090, Bookkeeping, 2) 101, first semester, 3) 102, second semester, 4) 201 - 203, Intermediate and Cost Accounting, and 5) Special, a sequence made necessary by the change from trimesters to semesters. The "special" sequence provided make-up work for students who had taken Accounting 101 under the trimester system and who had not had about 1/3 of the material included in the new 101 syllabus. They were responsible for learning the make-up material on their own time. The instructor checks once a week on each student's progress through his sequence of lessons.

In the future, PLATO should be used as an integral part of at least two 101 classes and two 102 classes, but students should be permitted to select the PLATO sections. PLATO should be made available to any instructor or student who would like to use it on an optional basis, but intransigence on the part of the faculty will probably prevent its universal use or its use to capacity.

Accountancy Instructor #9 -- continued

Lessons

The instructor used Niswonger and Fess' Accounting Principles in 101 and 102, which were supplemented by practice set 2 in 101 and practice set 3 in 102. Early materials, e.g., debits and credits, journal entries, and T-accounts are best suited to PLATO. Most PLATO lessons were satisfactory, with the exception of Accrual Accounts which works in 102 but not in 101; Special Journals which is not elaborate enough; and Compound Interest which is too mechanical and does not sufficiently emphasize present values and discounted cash flows. A lesson on payrolls would be welcome. The learning level of the lessons seems satisfactory.

The lessons which best fit the topics in 102 were Accrual Concepts, Accounting for Stockholders' Equity, Long Term Liabilities, Straight Line and Effective Rates, Long Term Investments, Temporary Investments, Cost vs. Equity, Introduction to Cost Accounting, Process Costing, Job-Order Costing, Cost Classification, Standard Costing I, Standard Costing II, Operational and Production Budgeting, Planning and Control, Break-Even Analysis, Funds Flow, Funds Statement, Capital Budgeting, Non-Manufacturing Cost, Cash Budgeting, and Compound Interest.

The 203 sequence included some of the same lessons as 102: Accrual Concepts, Introduction to Cost Accounting, Process Costing, Job-Order Costing, Cost Classification, Standard Costing I, Standard Costing II, Operational and Production Budgeting, Planning and Control, Break-Even Analysis, Incremental Analysis, Capital Budgeting, Non-Manufacturing Costs, and Compound Interest.

In the future, lessons should be developed by the joint efforts of user-faculty and programming author.

Mechanics and Administration

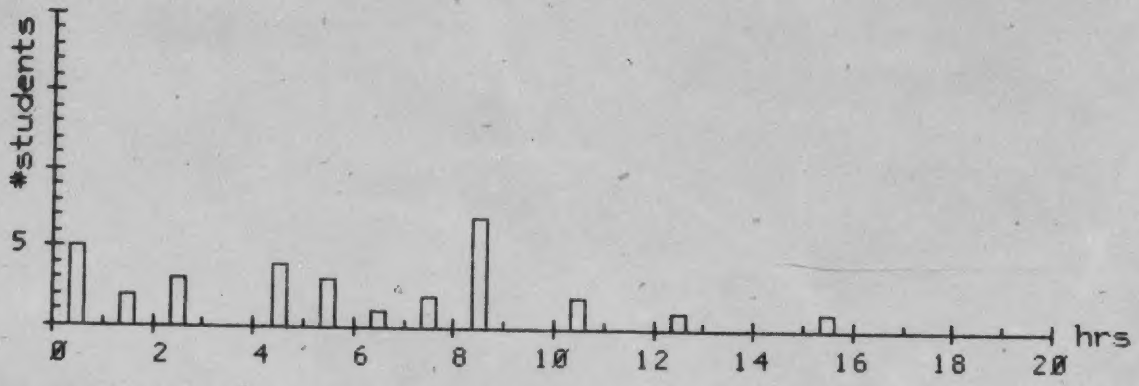
Some mechanical but no scheduling problems occurred. The instructor was helped by Judy Sherwood and especially by Dorothy Pondy.

The instructor's offer to add other instructors' students to his own roster was met with a response of 20 names from one instructor.

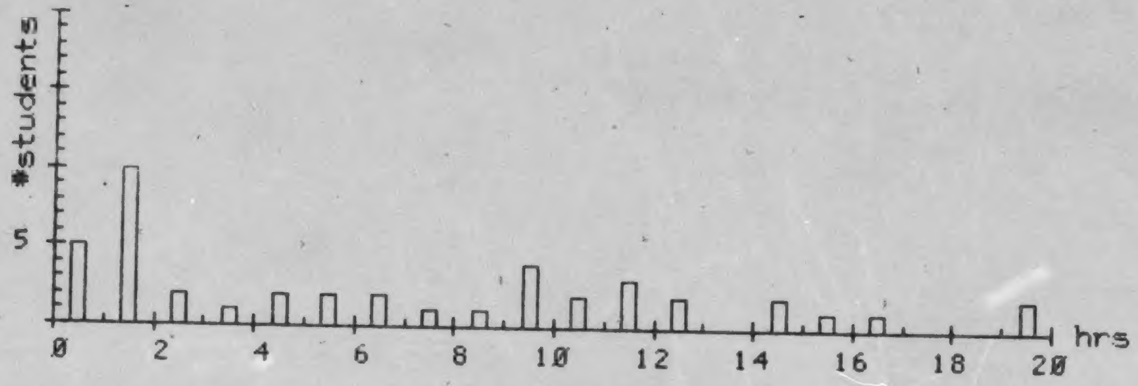
PLATO has affected the instructor's role as a teacher by channeling his interests into instructional methods other than the traditional classroom. As a consequence, he how spends approximately 40% of his time in the Learning Lab, where he has virtually assumed responsibility for the use of PLATO in accounting there.

Accountancy Instructor #9 -- continued

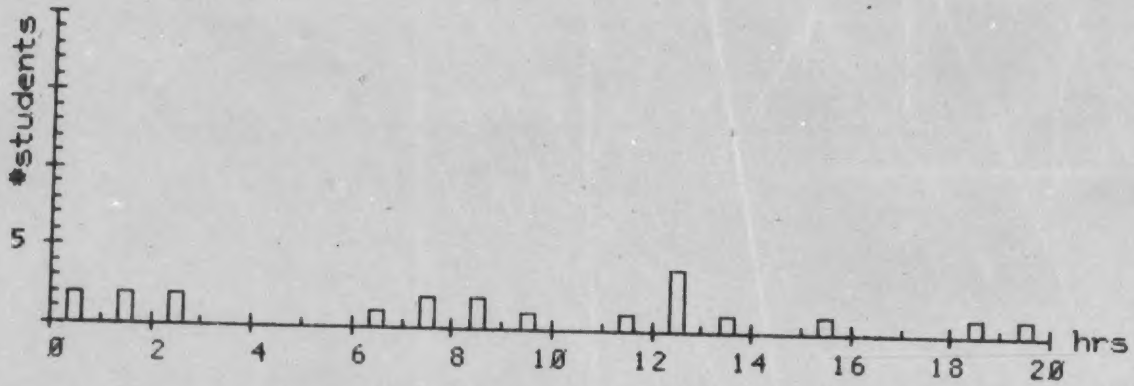
Accounting Curriculum



Usage distribution Learning Lab (non-credit)
Totals: 31 students, 162 hours. Average: 5.2



Usage distribution Introduction to Accounting - 2
Totals: 43 students, 278 hours. Average: 6.5



Usage distribution Learning Lab (credit)
Totals: 21 students, 192 hours. Average: 9.1

BIOLOGY

SUBJECT COORDINATOR'S SUMMARY -- BIOLOGY

Introduction

The first staff member was hired to coordinate courseware development for the Community College Project biology program in August 1974 just prior to the start of the field test. The biology coordinator maintained all the curriculum-related activities until January 1975, when two part-time programmers were added. When it was learned that the first coordinator would be unable to remain with the project, a replacement was hired in May 1975, providing a three-month overlap of positions in order to insure continuity of management. The biology staff now consists of two full-time members, a coordinator and a programmer.

The curriculum was compiled from the biology lessons which had been written by University of Illinois and City Colleges of Chicago faculty for use at the several campuses in Chicago and at Urbana-Champaign. During the first year of the field test, 1974-75, faculty were trained in the use of PLATO. Curriculum revision also was begun.

Despite limited staffing, the biology group has fulfilled two major objectives: (1) establishing a stable group of instructor-users in the City Colleges of Chicago (Kennedy-King College, Malcolm X College, and Wright College) committed to the use of PLATO in their courses and (2) beginning a regular program of revision and development of PLATO courseware by the colleges themselves.

Implementation

Participation in the field test can be correlated with a U of I extension course, "Introduction to PLATO." During the three academic semesters immediately preceding the field test, Fall 1972 - Spring 1973, six biology instructors at Kennedy-King and one from Wright enrolled in the course to learn TUTOR, the programming language of PLATO. Upon completion of the course, these instructors were given release time by the colleges to write biology lesson materials. When the field test commenced in 1974, five of the seven began using PLATO regularly in their courses. One teacher of the seven did not begin using PLATO until Fall 1975. Two additional instructors at Kennedy-King and one at Malcolm X also joined the program. These eight instructors provided centers of interest at the three city colleges. Their presence, enthusiasm, and personal commitment stimulated interest among their colleagues. During the first year of the field test four more instructors, three from Kennedy-King and one from Wright, took the introductory course. Of these, one was a current user, two began using PLATO in Spring 1975, and the fourth in Fall 1975. In Spring 1975 eleven more users who had not taken the introductory course decided to join the project. This resulted from U of I staff efforts, the interest generated by the presence of PLATO terminals at the sites, and the enthusiasm of fellow teachers who were using PLATO. The biology coordinator introduced these newest instructors to PLATO's instructor mode, including the on-line management of class rosters and curriculum, and the available biology lessons. The coordinator recommended lessons which corresponded to the course curriculum requirements and provided them with hard-copy catalogs of biology lessons. The coordinator also gave advice concerning the implementation of PLATO lessons, including the importance of previewing lessons prior to their assignment to students.

At the beginning of the second semester of the field test, twenty-two instructors, eleven of whom had had formal training in PLATO, had participated in the program. Of the twenty-two users, only four did not continue to use PLATO in their courses in Fall 1975. All four were first-time users and none had taken the PLATO extension course. In that same term, however, three new faculty, including two former members of the PLATO extension courses, began to use PLATO. These twenty-one teachers taught thirty-six PLATO-assisted courses to 1,072 students for a total of 5,560 hours of biology instruction on PLATO. All instructors have expressed a desire to continue to use PLATO.

Throughout these three semesters, the Community College Project biology staff has assisted users via electronic communications and by staff visits. These responsibilities have diminished as the college faculty become more independent of CERL in preparation for the conclusion of the project.

Courseware

At present the biology curriculum includes eighty-two lessons grouped in fourteen topics. Some of the biology courseware was developed by the city college faculty; in fact, the opportunity to use their own lessons not only provoked initial interest among city college faculty, but also has helped to retain continuing enthusiasm. Other lessons available to the city colleges were developed by the University of Illinois faculty and staff at both the Urbana-Champaign and the Chicago Circle campuses for use at those schools. All the introductory biology lessons have been entered in an on-line index and in a hard-copy catalog. Both indexes are revised as new lessons become available. The hard-copy catalog expands the information in the on-line index. Each entry includes (1) a statement of lesson objectives, (2) an outline of contents, including branching activities, and (3) a statement of assumed entrance behavior. Because there was little time for organized curriculum development and evaluation of biology materials before the field test began, the lessons represented a variety of quality and degree of completeness. Although the opportunity for instructors to write and implement their own lessons was a great source of enthusiasm and interest among faculty, the lessons sometimes lacked the sophistication of design and programming that is necessary to make them easy for students to use. Moreover, lessons designed for one student population did not always work well for a different audience.

As a partial remedy, curriculum review was begun during the field test, with the active participation of the city college instructors. Their role in the development of curriculum intensified the commitment of participating faculty. Several instructors received release time for the spring and summer of 1975. Meetings were held in Spring 1975 to draw up the lesson development procedures. At this time designs were submitted for new lessons addressed specifically to the needs of the city college curriculum and audience. In the following summer the lessons were programmed. Fall 1975 sessions were devoted solely to a review of existing material. Project activities for Spring 1976 include development of lessons for topics currently without lesson coverage, e.g., endocrine, excretory, and nervous systems. Three biology faculty have been given release time in Spring 1976 to pursue this work. Curricular review meetings will continue to be held.

Understandably, not all of the eighty-two PLATO biology lessons available during Fall 1975 were pertinent to every course sequence. PLATO biology offerings encompass all of the 100-level biology courses at the city colleges, including a two semester introductory course without laboratory (101 - 102), a two semester course with laboratory (111 - 112), and a two semester anatomy and physiology course with laboratory (126 - 127). Approximately thirty-three lessons pertain to the 101 or 111 curriculum, including Cellular Structure and Function, Basic Chemistry, Photosynthesis, Respiration, and Body Systems. Thirty-five pertain to 102 or 112, including Reproduction, Development, Genetics, Evolution, and Ecology. Sixteen lessons, chiefly from those for 101 or 111 relate to the 126 - 127 sequence. Preparation of microfiche to accompany six lessons was undertaken during Fall 1975 for use during Spring 1976.

Use

Most instructors have chosen to use the lessons as review and practice exercises; only rarely are lessons used to replace classroom instruction, although recently some experimentation with different modes of use has begun. At no time has CERL prescribed how the system should be used. Instructors have had utmost freedom to employ a mode of use with which they feel comfortable and which is effective in their classes. This freedom from constraint upon use has contributed to the acceptance of PLATO in the biology curriculum.

Even though it is used for review, most instructors prefer to use PLATO during classtime. Faculty have been reluctant to use PLATO outside of class because of the non-resident character of the schools, and because many students have other activities away from the college campus. The inability to use PLATO outside of class especially hampers 101 and 102 instructors, whose classes only meet three hours per week, in contrast to six hours per week in 111 and 112. The 101 and 102 instructors require lesson material they feel can competently replace a lecture, or must rely on the outside use that is not likely to be forthcoming. Requiring students to use PLATO outside of classtime is difficult because terminals may only be available in a time block that would not accommodate individual schedules. The only time an instructor can be assured of having both students and terminals concurrently available is during classtime. Finally, PLATO's potential could be exploited in these non-laboratory courses with laboratory simulations if time for use were available. Such considerations as this naturally affect how PLATO is used.

ID NUMBER Biology Instructor #1

COURSE INFORMATION

Name	General Biology - 1 (2 sections)
*Enrollment	70/75 (both sections)
Schedule	occasional use in class; outside of class, terminals not reserved
PLATO Use	review and practice, supplement homework, extra credit
Roster	site coordinator
Curriculum	site coordinator
Lesson Source	course catalog
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate to difficult
Quantity of Lessons	sufficient
Quality of Lessons	average to high
% Lessons Previewed	100%
Sessions Affected by Failure	1
Would You Use Your Own Time to Improve PLATO Instruction	no (insufficient time)

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	Spring 75, Jordan, intro (audit)
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 75, Fall 75
Source of PLATO Training	self, site coordinator, U of I staff, fellow instructor
Years Teaching	20
Years at this College	20
Tenure	yes

*Term beginning/end

ID NUMBER Biology Instructor #1

COURSE INFORMATION

Name	General Biology - 2 [lab]
*Enrollment	25/27
Schedule	occasional use in class; outside of class, terminals not reserved
PLATO Use	review and practice, supplement homework, extra credit
Roster	site coordinator
Curriculum	site coordinator
Lesson Source	course catalog
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	average to high
% Lessons Previewed	100%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	no (insufficient time)

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	Spring 75, Jordan, intro (audit)
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 75, Fall 75
Source of PLATO Training	self, site coordinator, U of I staff, fellow instructor
Years Teaching	20
Years at this College	20
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Biology Instructor #1

General

While PLATO does not seem to make much difference among poorer students, better students use it and it seems to have some influence upon their work. In general, PLATO is both liked and disliked across the range of abilities in the class. If there is one group whose attitude is better, it is the able. PLATO permits a student to work at his own pace and provides effective repetition and drill. However, mechanical failure of the system may result in a great deal of time lost.

PLATO is worse than audio-visual aids, a text, lecture, discussion, and laboratory. It is better than other available media or forms of instruction.

Use and Lessons

While PLATO was occasionally used during classtime, its greatest use came outside of class where students could use it at their own convenience to accumulate extra credit points by reviewing and practicing classroom material and supplementing homework. PLATO was used in both the instructor's courses in Biology 101 and Biology 112. The texts for the courses were Life Sciences by Totora and Becker and Biology Today for 101 and 112, respectively. PLATO lessons were chosen from the printed catalog and reviewed prior to being assigned.

Topics which provide good drill best suit PLATO, although there is not enough material available for the 101 syllabus. The lesson on genetics was identified as particularly well done, although the instructor felt that some lessons were needlessly long and off the point. Moreover, the learning level of some lessons was too intricate for 101 students. No lessons were identified which particularly used the characteristics of PLATO well.

In the future, teachers of Biology 101 and 112 should design the lessons to fit the course. As already noted, 101 material is lacking and should be developed. What is currently available is much more appropriate to a physiology class.

Mechanics and Administration

One total failure of the system occurred but the class session was salvaged, less time lost in transit. No scheduling problems arose.

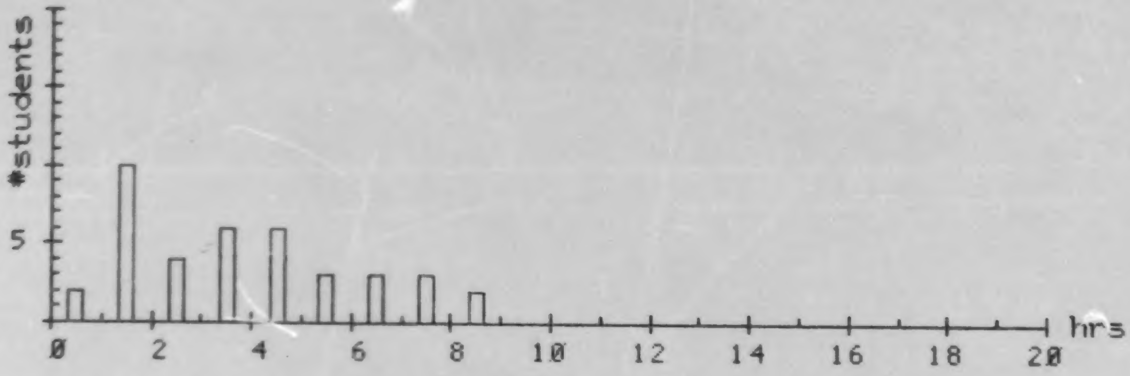
Al Meers entered the class roster; Meers and Richard Neapolitan provided help in the use of PLATO.

ETS tests were not given.

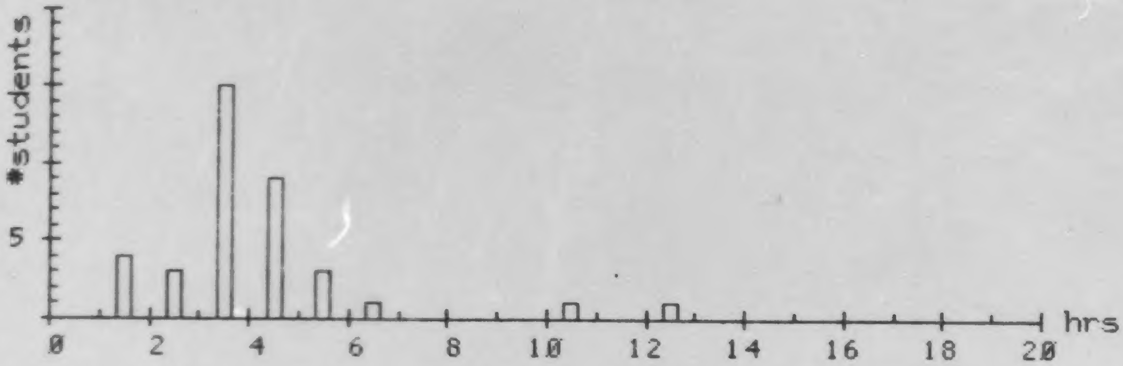
PLATO will never replace an instructor since students miss human interaction. PLATO has not so far affected the instructor's classroom work since the instructor hesitates to use it for her class as a group. PLATO has not been used by this instructor in testing and may or may not have had a significant impact on the instructor's career.

Biology Instructor #1 -- continued

General Biology - 1

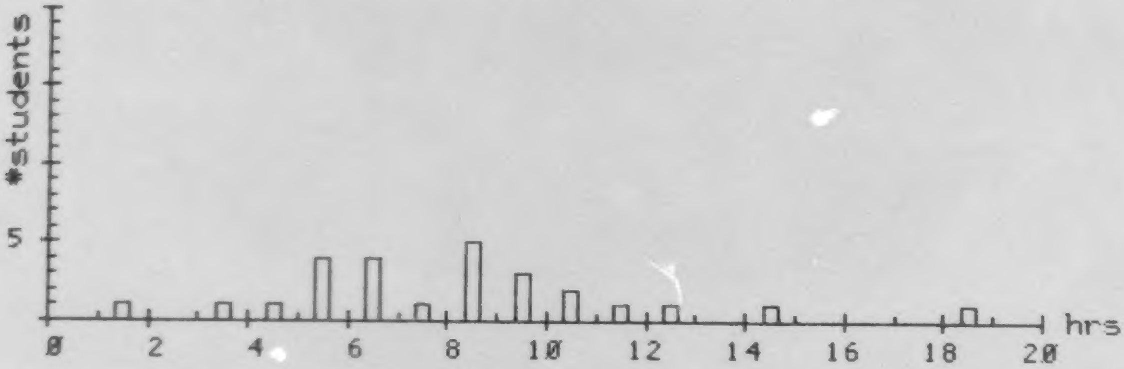


Usage distribution
Totals: 39 students, 130 hours. Average: 3.3



Usage distribution
Totals: 37 students, 134 hours. Average: 3.6

General Biology - 2 [lab]



Usage distribution
Totals: 26 students, 201 hours. Average: 7.7

ID NUMBER Biology Instructor #2

COURSE INFORMATION

Name	General Biology - 1 (2 sections)
*Enrollment	/49
Schedule	no response
PLATO Use	supplement class
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	1
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

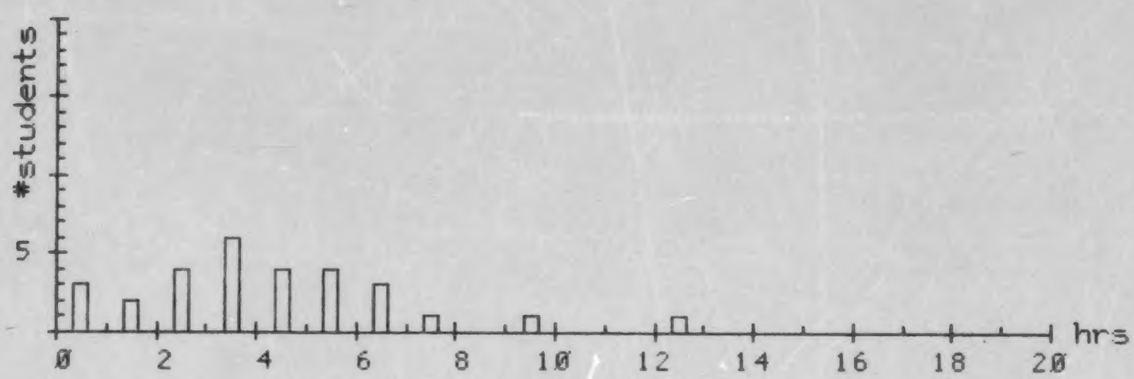
First PLATO Contact	college PLATO staff, fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 75, Fall 75
Source of PLATO Training	site coordinator, assistant site coordinator
Years Teaching	3
Years at this College	1/2
Tenure	no

*Term beginning/end

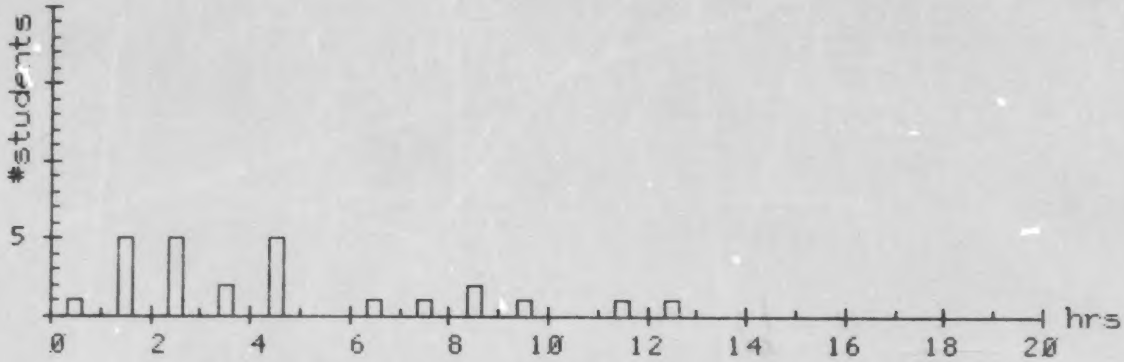
INTERVIEW SUMMARY -- Biology Instructor #2

No interview conducted.

General Biology - 1



Usage distribution
Totals: 29 students, 110 hours. Average: 3.8



Usage distribution
Totals: 25 students, 102 hours. Average: 4.1

ID NUMBER Biology Instructor #3

COURSE INFORMATION

Name	General Biology - 1 (2 sections)
*Enrollment	/41
Schedule	during classtime
PLATO Use	review and practice
Roster	site coordinator
Curriculum	site coordinator
Lesson Source	course catalog
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	fewer than half
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 75, Fall 75
Source of PLATO Training	site coordinator
Years Teaching	19
Years at this College	9
Tenure	yes

*Term beginning/end

ID NUMBER Biology Instructor #3

COURSE INFORMATION

Name	General Biology - 1 [lab]
*Enrollment	/24
Schedule	during classtime
PLATO Use	review and practice
Roster	site coordinator
Curriculum	site coordinator
Lesson Source	course catalog
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	easy
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	fewer than half
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 75, Fall 75
Source of PLATO Training	site coordinator
Years Teaching	19
Years at this College	9
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Biology Instructor #3

General

Although there is not much response from students on which to base information, better students use PLATO more and like it better. Poorer students have fallen behind on PLATO and attendance is either the same or reflects a slight decline on days when PLATO is used later in the semester. PLATO is best to reinforce and amplify what is covered in class. The student can test himself on his own knowledge.

Of all the available alternate media, PLATO is inferior only to class discussion. It ranks equally with a text and is better than the remaining choices for alternate instruction.

Use and Lessons

PLATO was used in both Biology 101 and 111 to replace classtime for review and practice. In the future, PLATO may be used to introduce new material and to replace some class coverage. It should still be used as an adjunct and not as a full replacement.

Both classes used Kimball's Biology, although 111 students also used lab exercises published by Freeman. PLATO lessons were chosen from the catalog to fit the course syllabus.

PLATO best fit the topics requiring animation and the instructor identified the cardiac and breathing lessons as best because they used animation effectively, as did the lessons on DNA and protein synthesis. Most lessons fit the instructor's syllabus and most reflected an appropriate learning level. Only the second exercise on respiration was too difficult because it began on too difficult a level and only the introductory exercises were too easy because they lacked depth for 111 students. Unclear instructions in some lessons caused them to be more difficult than they needed to have been.

In the future, authors should strive for greater variety of lessons on all topics. A specifically useful lessons might be one that showed the breakdown of complex organic molecules in hydrolysis. Additionally, lesson programs need to be debugged and some lessons are too simple and could be improved by the addition of more and more difficult concepts.

Mechanics and Administration

Terminal overload and maintenance caused the only mechanical problems, and there were no serious problems in scheduling. Jack Jameson entered the course roster and provided general assistance in the use of PLATO.

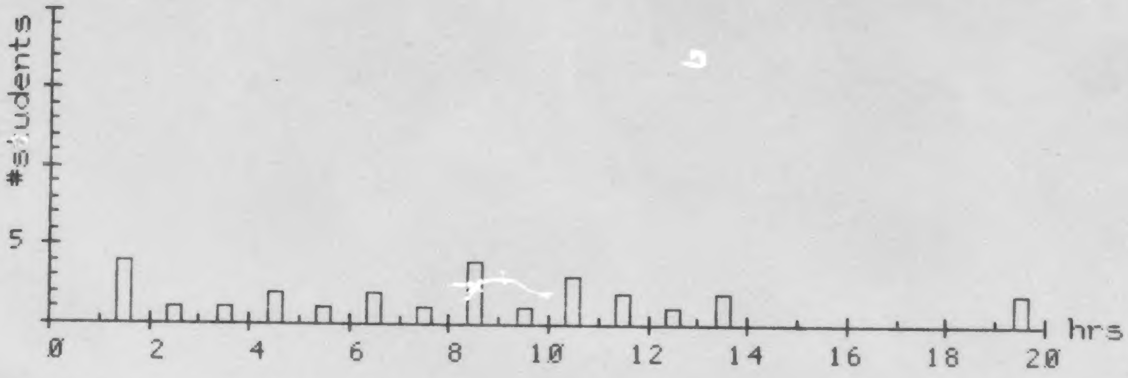
ETS tests were not given but the instructor would like to be able to use them in the future.

PLATO would de-personalize instruction if it were wholly substituted for teachers who provide an interaction with students which a machine can

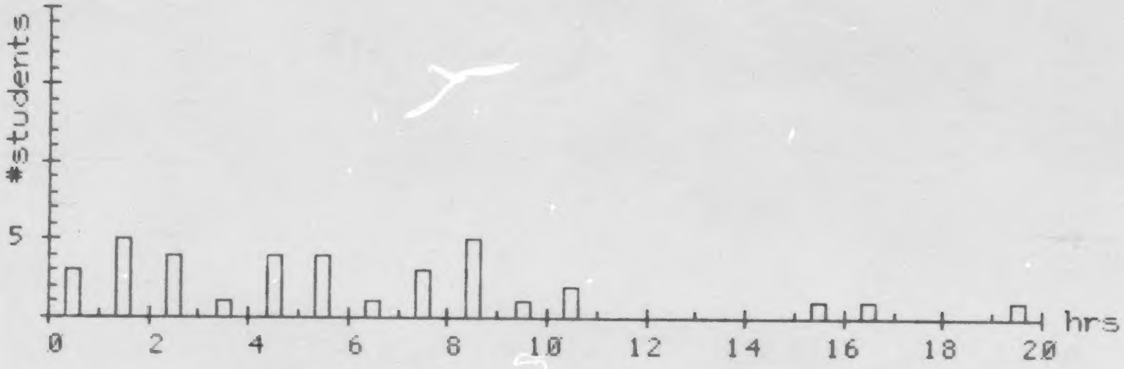
Biology Instructor #3 -- continued

not. PLATO has not affected his teaching much. He has edited his lecture materials so as not to duplicate the materials on PLATO. In general, PLATO has introduced him to a new approach that can implement teaching and he is willing to become more involved with the use of PLATO and see it take over a more substantial part of his course.

General Biology - 1



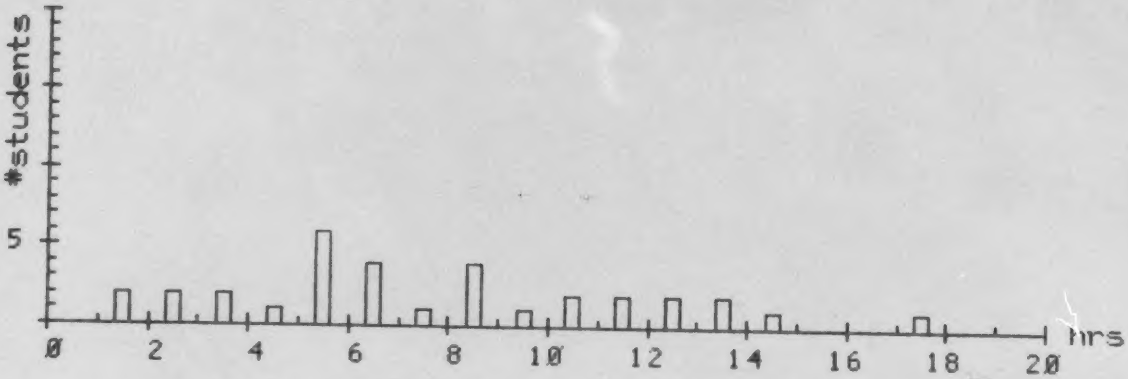
Usage distribution
Totals: 27 students, 230 hours. Average: 8.5



Usage distribution
Totals: 36 students, 198 hours. Average: 5.5

Biology Instructor #3 -- continued

General Biology - 1 [lab]



Usage distribution
Totals: 33 students, 241 hours. Average: 7.3

ID NUMBER Biology Instructor #4

COURSE INFORMATION

Number	General Biology - 1
*Enrollment	35/
Schedule	during class; outside of class, terminals not reserved
PLATO Use	review and practice
Roster	self
Curriculum	self
Lesson Source	course catalog, fellow instructor
Lesson Preview	no response
ETS	no

COURSE EVALUATION

Level of Lessons	no response
Quantity of Lessons	no response
Quality of Lessons	no response
% Lessons Previewed (approx.)	no response
Sessions Affected by Failure	no response
Would You Use Your Own Time to Improve PLATO Instruction	no response

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	Spring 73, Videbeck, authors
PLATO Lessons Designed	3
PLATO Lessons Programmed	3
Release Time	Summer 73, Spring 75
Prior PLATO Use	Spring 74 - Fall 75
Source of PLATO Training	self, credit course, U of I staff
Years Teaching	10 1/2
Years at this College	3 1/2
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Biology Instructor #4

General

Statistically, PLATO has little or no effect on students who use it for the first time. Perhaps over a longer period than one semester it would be possible to discern some differences. Although students with a scientific background did better in lectures, PLATO seemed to level the differences between those with prior experience and those with little or no scientific training. Students seemed to like PLATO, for attendance is better on days when PLATO is used than on days when it is not, and there is a smaller rate of attrition in classes that use PLATO. Although varying attitudes were found throughout the full range of abilities, students with high grade expectations did well.

PLATO is one way to truly individualize instruction. It forces the students to read the material. Moreover, it provides the instructor with lessons and materials from outside his own school. Unfortunately, it is frequently difficult to get sufficient release time for the instructor to be well versed in PLATO materials and to use them effectively, and there may be at this time a possibility of too much control by the University of Illinois.

PLATO is better than a workbook, audio-visuals, homework, and programmed learning and at least equal to other available media.

Use and Lessons

PLATO was used in Biology 101 in class and outside of class on a non-scheduled basis for review and practice.

The text for the course was Biology Today which was supplemented with handouts and audio-visuals. PLATO lessons were selected from the course catalog and upon the recommendation of fellow instructors. Topics best for PLATO are those which have well defined parts and structures and which require visual display. Simple chemistry lessons for biology students are an example. The instructor has written several lessons which he uses, largely on simple chemistry. The lessons the instructor has designed are written so that the student can read and interact with PLATO, and adapt the materials as an introduction to biology. Some ten lessons, largely on the cell, osmosis, and photosynthesis, fit the syllabus for the 111 course particularly well although no lessons were identified as uniquely appropriate for 101. Most of the available lessons fit the learning level of his classes and most beginning lessons use PLATO's special capabilities fairly well. Driver lessons, because they are non-unique, are less satisfactory in exploiting PLATO's special properties.

In the future, lessons should be designed with the Chicago community college system in mind and should be planned so that a sequence of lessons can progress from simple memory lessons to more complex experimentation. Lessons should be developed in the skeletal, urinary, muscular, and nervous systems. Especially important, lessons should require more than mere reading and provide encouragement.

Biology Instructor #4 -- continued

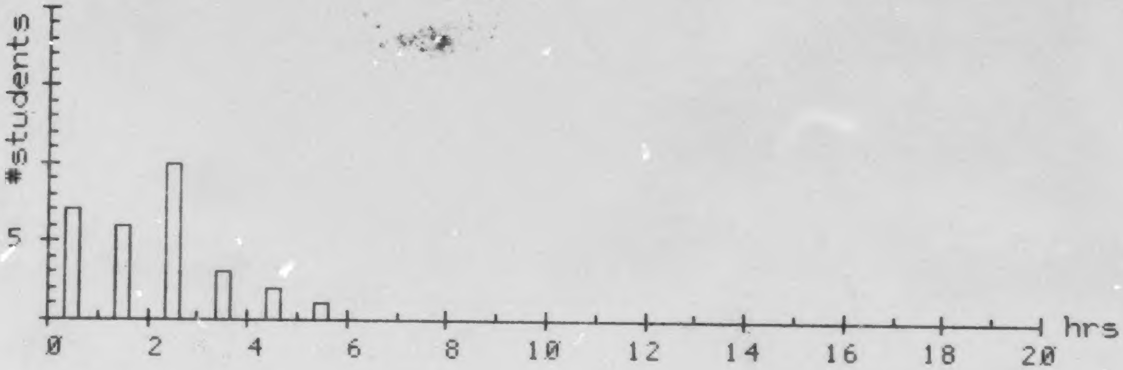
Mechanics and Administration

Recently, very few mechanical problems have occurred and no scheduling problems. The instructor managed the curriculum and roster in the course himself with general assistance in PLATO from Jim Kraatz. The instructor has taken the extension course in PLATO use from Dr. Videbeck and has written and programmed three PLATO lessons.

ETS tests were given, although the instructor questioned the relevancy of some of the questions and thought the tests rather conventional.

PLATO is another educational tool whose chief value is that it can assume a good deal of routine work and free the teacher for work with poorer students. PLATO is now just in its inception. The instructor is enthusiastic about its possibilities and wants to keep up with its growth. His only fear is that the teacher may be subordinate to the programmer in development of materials and wants, if possible, to prevent that happening.

General Biology - 1



Usage distribution
Totals: 29 students, 48 hours. Average: 1.7

ID NUMBER Biology Instructor #5

COURSE INFORMATION

Name	General Biology - 1 (2 sections)
*Enrollment	ca. 80/35 (total both sections)
Schedule	during classtime
PLATO Use	review and practice, supplement homework
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	difficult
Quantity of Lessons	more than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	5 (total both sections)
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	1
PLATO Lessons Programmed	0
Release Time	Spring 74, Spring 75
Prior PLATO Use	Fall 74 - Fall 75
Source of PLATO Training	self, site coordinator, asst site coordinator
Years Teaching	8
Years at this College	5
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Biology Instructor #5

General

PLATO seems to have no effect on achievement although many students seem uninterested in biology as well. This semester the instructor's class seemed to lack all "A" and "B" students. Attendance is down on PLATO days, students seeming to feel that they can always drop in on the terminals at some other time. While a few students like PLATO better than other forms of instruction, most others do not. Better students do seem to use it more. PLATO is chiefly valuable as an alternative means of study. It is, however, too time consuming and PLATO can not substitute for a lecture.

PLATO is better than a workbook, audio-visual aids, drill, or programmed learning. It is not as successful as lecture, tutors, class discussion, lab, textbook, or homework.

Use and Lessons

PLATO was used during classtime for review and practice and to supplement homework. Although no major changes in use are possible, in the future the instructor would like to be able to use PLATO to provide extensive drill and practice and review and would like some self-contained lessons to replace entire portions of the instruction, not merely supplement it.

The textbook for the class was Biology: The Science of Life by Rahn. Available PLATO lessons were reviewed and selected to match the syllabus. The best topic currently available is genetics; the best lessons are Lee Porch's lessons on meiosis and menstrual cycle and Arsenty and Manteuffel's meiosis. Also particularly good are the lessons on the digestive system, DNA and protein synthesis. All the named lessons are particularly good for community college students; they teach at the right level and their explanations are clear. The learning level of other lessons is less satisfactory. "bimic7" and "bimic8" are too easy while lessons on the neuron structure and lessons on evolution are too involved for general biology. Moreover, physiology lessons do not apply to a general biology syllabus.

In the future, the instructor would like to see Chicago community college teachers plan the new lessons. Both new and old lessons need more attention to the community college audience. Care should be taken that new lessons be designed to be completed in one half hour. New lessons on the endocrine, nervous, and excretory systems should be designed as should a lesson on cell structure.

The instructor singled out the lessons on DNA and protein synthesis by Tenczar and Baillie as using most appropriately PLATO's special characteristics.

Mechanics and Administration

Two total system failures occurred this semester but neither affected more than five minutes of the scheduled class and consequently there was no

Biology Instructor #5 -- continued

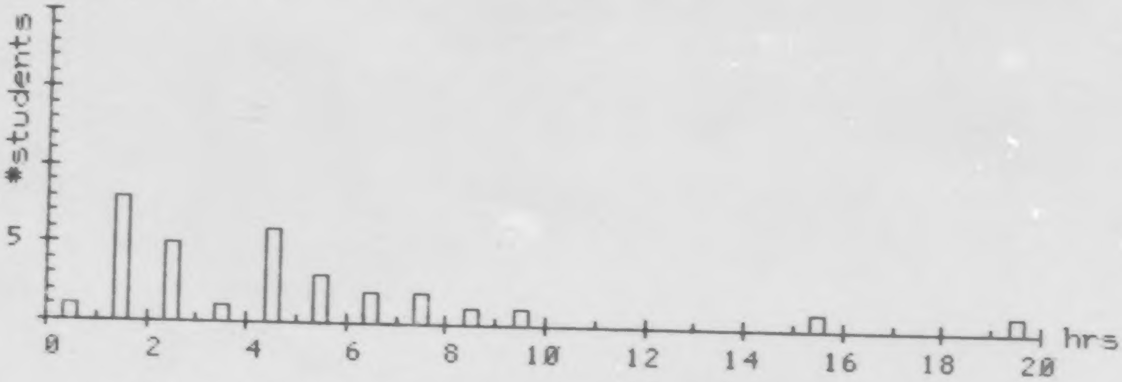
need for alternative activities. The instructor's class encountered no scheduling problems.

The instructor managed his own roster and curriculum and received help from Mits Yamada and Joan Sweany.

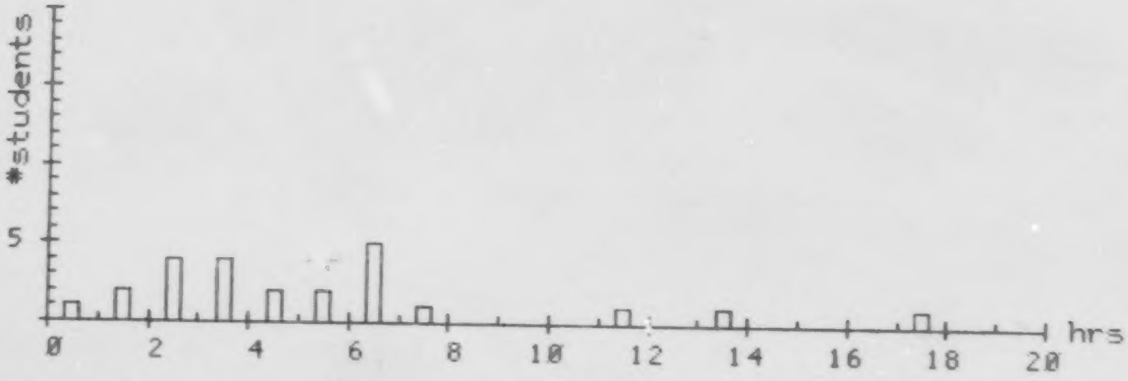
ETS pretests and posttests were given; the posttest was used as the final examination. The pretests, in this instructor's opinion, are too hard and not appropriate to his classes.

Some faculty, according to this instructor, fear that PLATO may reduce the teaching staff and he shares that judgement somewhat, in spite of the fact that he is an enthusiastic booster of PLATO at his campus. He considers that PLATO has made him a better teacher and is interested in developing materials and in testing the effectiveness of PLATO.

General Biology - 1



Usage distribution
Totals: 32 students, 141 hours. Average: 4.4



Usage distribution
Totals: 24 students, 118 hours. Average: 4.9

ID NUMBER Biology Instructor #6

COURSE INFORMATION

Number	General Biology - 2
*Enrollment	36/36
Schedule	during class; outside of class, terminals not reserved
PLATO Use	replace class instruction and/or lab, review and practice, supplement homework
Roster	self
Curriculum	site coordinator, self
Lesson Source	course catalog
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed	75%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 75, Fall 75
Source of PLATO Training	self, site coordinator, asst site coordinator, fellow instructor
Years Teaching	30+
Years at this College	28
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Biology Instructor #6

General

Good students report that PLATO is worthwhile and that it helps understanding. The same students will pursue PLATO lessons to the finish; as a consequence PLATO may have its greatest effect on the achievement of students of greater ability. All students, though, like PLATO. PLATO is particularly good for review and for exam preparation. It helps to clear up areas in which students have individual difficulties. One principal difficulty with PLATO is the frustration produced by rigid answer judging. A second is its retarding effect on class schedule.

PLATO is worse than audio-visual aids, lecture, tutors, or lab. It is equal to a text, class discussion, and class drill. It is much better than a workbook and programmed learning.

Use and Lessons

PLATO was used during classtime and outside of class with no reservation of terminals,to replace classroom instruction, for review and practice and to supplement homework. The instructor would like to increase use of PLATO but time may not be available.

The class is using the standard text by Kimball and worksheets provided by the instructor. PLATO lessons chosen to fit the course syllabus were selected on the recommendation of colleagues and from the course catalog.

Topics which require students to visualize abstract concepts best suit PLATO. Some of the best available lessons are Mitosis by Porch, Meiosis, Probability, and Genetic Code. All seem to be extremely well written and proceed in an easy step-by-step arrangement. PLATO's special characteristics were exemplified in the lessons on genetic code, human reproduction, mitosis, and meiosis. The same lessons, in addition to the lesson on DNA and the genetics lesson involving probability, best fit the course syllabus. The learning level of most lessons was appropriate.

In the future, specialists in the teaching field should design lessons and should pay special attention to flexibility and variety in answer judging.

Mechanics and Administration

Mechanical problems were concerned more with programming than with equipment failure. Students complained about the aggravation of having to leave PLATO to go to class and not being able to resume the lesson where they left off. They also complained of too limited answer judging capability. No scheduling problems arose during the term.

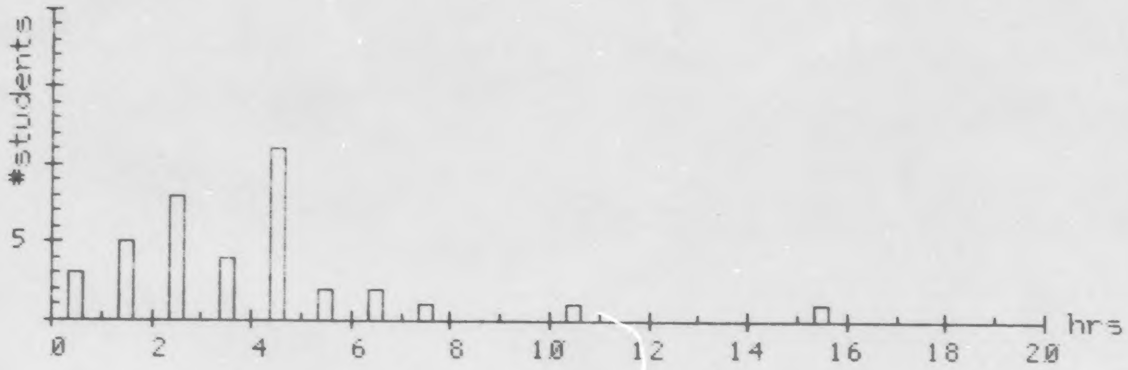
The instructor managed the course roster and received help in PLATO use from Richard Neapolitan.

Biology Instructor #6 -- continued

ETS pretests were given but the instructor is not certain of the results.

PLATO is a helpful aid which will not replace the instructor. It seems to improve attitude toward class and may have made a beneficial contribution to the instructor's career.

General Biology - 2



Usage distribution
Totals: 38 students, 131 hours. Average: 3.4

ID NUMBER Biology Instructor #7

COURSE INFORMATION

Number	General Biology - 2
*Enrollment	25/
Schedule	during class; out of class, terminals not reserved
PLATO Use	review and practice
Roster	self
Curriculum	self
Lesson Source	course catalog, college PLATO staff
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	no response
Quantity of Lessons	no response
Quality of Lessons	no response
% Lessons Previewed (approx.)	no response
Sessions Affected by Failure	no response
Would You Use Your Own Time to Improve PLATO Instruction	no response

INSTRUCTOR INFORMATION

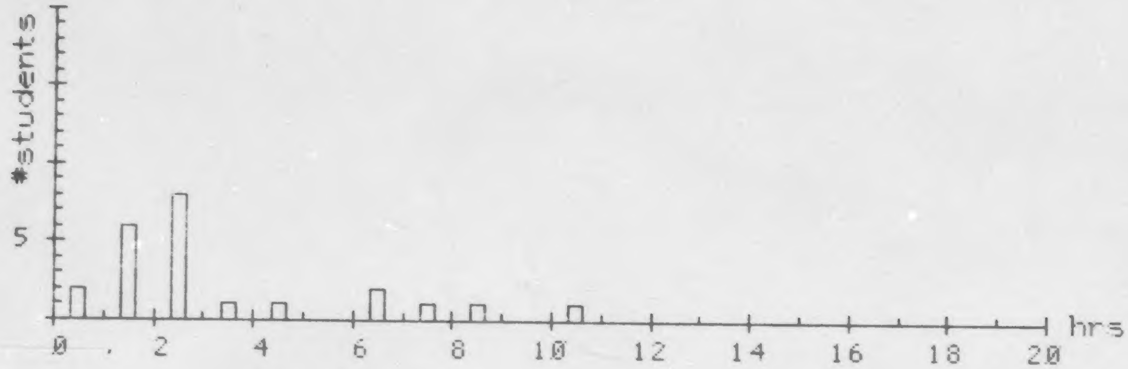
First PLATO Contact	college PLATO staff
U of I Extension Course	Spring 73, Videbeck, authors
PLATO Lessons Designed	3
PLATO Lessons Programmed	3
Release Time	Summer 73, Spring 75
Prior PLATO Use	Spring 74 - Fall 75
Source of PLATO Training	self, credit course, U of I staff
Years Teaching	10 1/2
Years at this College	3 1/2
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Biology Instructor #7

No interview conducted.

General Biology - 2



Usage distribution
Totals: 23 students, 66 hours. Average: 2.9

ID NUMBER Biology Instructor #8

COURSE INFORMATION

Number	General Biology - 2 (2 sections)
*Enrollment	/53 (2 sections)
Schedule	during classtime; out of class, terminals not reserved
PLATO Use	review and practice, supplement homework, replace homework
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	average
% Lessons Previewed	100%
Sessions Affected by Failure	1
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	U of I staff
U of I Extension Course	Spring 73, Videbeck, users; Spring 73, Videbeck, authors
PLATO Lessons Designed	3
PLATO Lessons Programmed	1
Release Time	Summer 74, Spring 75, Summer 75
Prior PLATO Use	Spring 74 - Fall 75
Source of PLATO Training	credit courses, fellow instructor
Years Teaching	13
Years at this College	7
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Biology Instructor #8

General

Better students like PLATO and use it for review and reinforcement in preparing for a test. Attitude toward PLATO is definitely conditioned by age. Older students find it difficult to adjust to instruction by PLATO, although many problems of attitude and achievement should be related to ability. Its great value is as an extension of the classroom. It seems at the moment to be compromised by scheduling and an overload of demand. At present, the facilities are not able to accomodate all the classes and individuals who would like to be able to use it.

PLATO seems inadequate only to replace a lecture. It is better than a workbook, homework, drill, or tutors. It is difficult to compare it to other forms of instruction. It is a valuable extension of the classroom but should not be used as an exclusive source of instruction.

Use and Lessons

PLATO was used in two sections of Biology 102 in class for review and practice. In the future, the instructor would like to see more time available for students to use PLATO on their own outside of class.

The text for the course was Biology by Villee. The instructor also provided his students with his own eighty-page course outline and used his own overhead projection audio-visual aids in the course. PLATO lessons were chosen from the course catalog to match the topics of the syllabus and were reviewed by the instructor before they were assigned.

Lessons which require close interaction between the student and PLATO are best, such as the lesson "heart." No lessons were identified which best fit the syllabi for the courses the instructor is presently teaching but he identified Reproduction, Cell Division, Genetics, Protein Synthesis, Ecology, and Evolution as all suitable for Biology 102. The learning level of most lessons seemed appropriate but, in general, lessons which demand less preparation, time for which may not be readily available and which may sometimes be sacrificed, are too difficult. Moreover, some lessons cover too little in too much time and, in that sense, may be too easy. The lesson which best exemplifies the proper use of PLATO's capabilities is Mitotic Cell Division.

In the future, lessons should be developed by a board of teachers and programmers. Especially wanted is the development of microfiche capability. Lessons on biomes and tropical rain forests would be helpful.

Mechanics and Administration

There were no total failures of the system and consequently no need for alternate activities. Scheduling did pose a fairly serious problem. PLATO time was available only every other week and matching the PLATO topic to course work was sometimes difficult. Sometimes the instructor was obliged to cover material on an examination before students were exposed to it on PLATO.

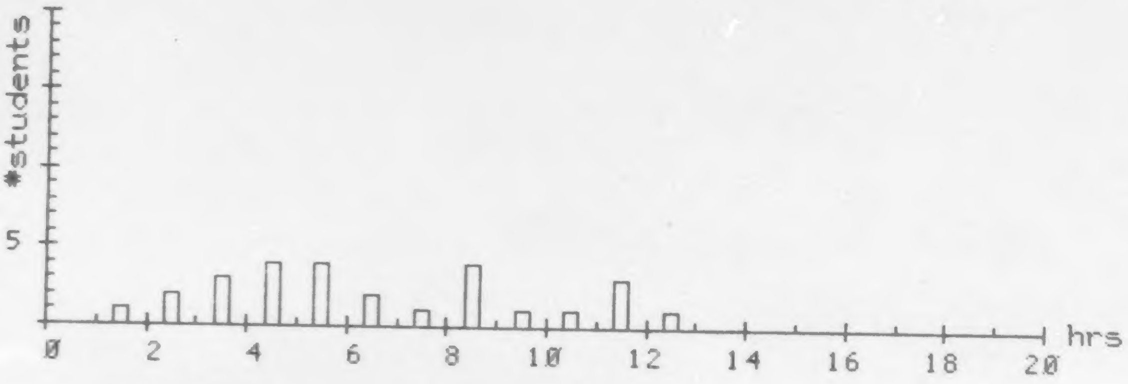
Biology Instructor #8

The instructor managed his own roster and curriculum and received some help from Mits Yamada. He has taken the author/user course given by Dr. Videbeck.

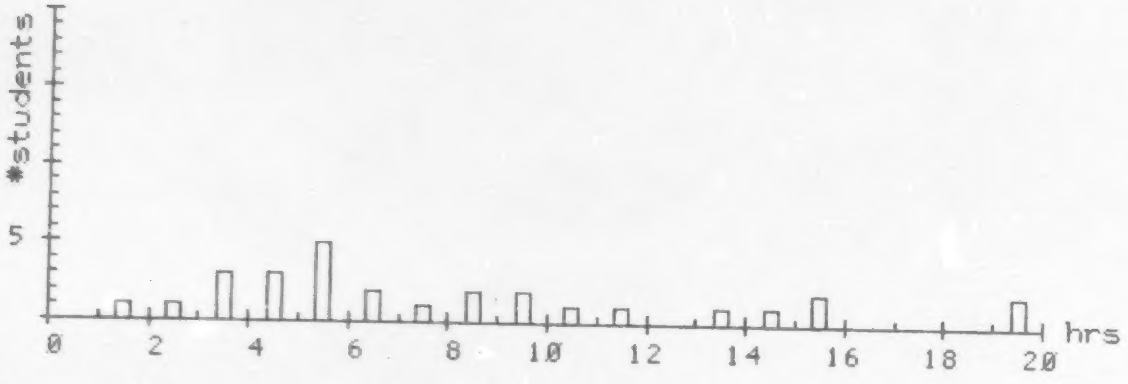
ETS pretests and posttests, which the instructor helped design, were given. They provoked good student response.

PLATO is a valuable extension of the classroom which ideally should be available to more students as they require it. He would, in the future, like to be able to use PLATO lessons as part of a program of mastery learning in which priorities and objectives are established. On the whole, PLATO has made his career more interesting.

General Biology - 2



Usage distribution
Totals: 27 students, 165 hours. Average: 6.1



Usage distribution
Totals: 28 students, 227 hours. Average: 8.1

ID NUMBER Biology Instructor #9

COURSE INFORMATION

Name	General Biology - 2
*Enrollment	/29
Schedule	no response
PLATO Use	replace class, review and practice, supplement homework
Roster	self, college PLATO staff
Curriculum	self, college PLATO staff
Lesson Source	course catalog
Lesson Preview	yes
ETS	pretests, posttests

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	high to very high
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	3
Would You Use Your Own Time to Improve PLATO Instruction	not at the moment

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff, U of I staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 75, Fall 75
Source of PLATO Training	self, site coordinator, asst site coordinator
Years Teaching	25+
Years at this College	25+
Tenure	yes

*Term beginning/end

ID NUMBER Biology Instructor #9

COURSE INFORMATION

Name	General Biology - 2 [lab]
*Enrollment	/21
Schedule	no response
PLATO Use	replace class/lab, review and practice
Roster	self, college PLATO staff
Curriculum	self, college PLATO staff
Lesson Source	course catalog
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	high to very high
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	2 or 3
Would You Use Your Own Time to Improve PLATO Instruction	no response

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff, U of I staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 75, Fall 75
Source of PLATO Training	self, site coordinator, asst site coordinator
Years Teaching	25+
Years at this College	25+
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Biology Instructor #9

General

Although the instructor's class using PLATO is not doing as well as the control group in Biology 102 which is not, the difference can not be exclusively attributed to PLATO. Perhaps also significant are innate differences in ability between the two groups. Difficulty with PLATO's mechanics may inhibit achievement among the very low students. Frustration with the machinery sometimes results in blind guessing or asking help from a neighbor. Very good students, on the other hand, like PLATO and see it as a good supplement. One important advantage of PLATO is that it can permit the student to work at his own pace and to review when he wants to. Its chief disadvantages are its occasional mechanical failure and inflexible answer judging and programs.

PLATO is better than a workbook, homework, drill, or tutors. PLATO is too similar to both programmed learning and to lecture to be evaluated against them.

Use and Lessons

The class used PLATO during its scheduled classtime. In the future, the instructor would like a greater capability for students to use PLATO on a casual basis, sometimes as a replacement for class.

The class used Kimball's Biology, third edition, plus departmental quiz sheets, films, and charts. PLATO lessons were selected from the hardcopy catalog and were reviewed prior to assignment.

Topics in genetics and ecology are best for Biology 102. Lessons in population, cell division, embryological development, and genetics were especially good. Almost all the lessons on genetics, ecology, evolution, and reproduction fit the instructor's syllabus well. Most lessons seemed to use PLATO's special characteristics adequately. Generally, the learning level of the lessons was appropriate, although some parts of lessons on population genetics and quantitative genetics were too difficult. In the future, any instructor who wishes should be permitted to design lessons free from the supervision of committees, except for final review. Newer lessons on reproduction would be useful and, in both new and old lessons, answer judging should be made more flexible.

Mechanics and Administration

The principal mechanical problem was insufficient terminals for all students. Better and poorer students teamed up, resulting in the better students doing all the work. Alternate activities were planned for failures which occur early in periods. No scheduling problems occurred.

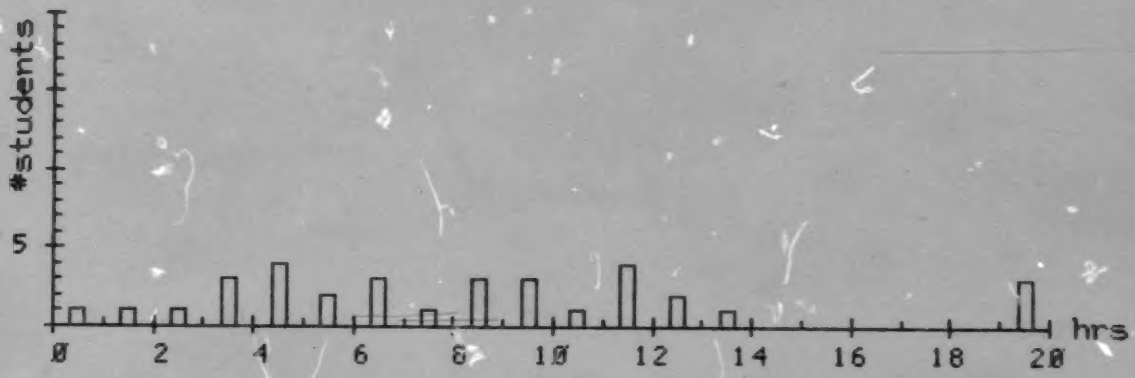
PLATO lab assistants entered the class roster and the instructor received assistance in the use of PLATO from Richard Neapolitan and Al Meers.

Biology Instructor #9 -- continued

ETS pretests were given to both the PLATO section and the control group.

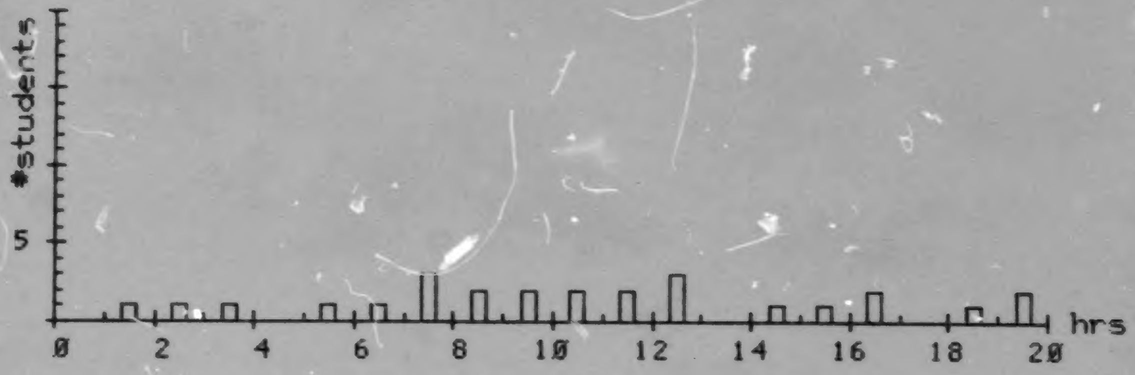
PLATO is a worthwhile supplement but will not put teachers out of business, just as programmed learning did not. It has given this instructor one additional means of helping students, especially when outside class conferences are not always available. While PLATO has provided some useful ideas, it has otherwise had no measurable impact on her career.

General Biology - 2



Usage distribution
Totals: 33 students, 273 hours. Average: 8.3

General Biology - 2 [lab]



Usage distribution
Totals: 26 students, 275 hours. Average: 10.6

ID NUMBER Biology Instructor #10

COURSE INFORMATION

Number	General Biology - 1 [lab]
*Enrollment	32/26
Schedule	during class; out of class, terminals not reserved
PLATO Use	replace some lab, review and practice, supplement homework
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	varied
Quantity of Lessons	sufficient
Quality of Lessons	average
% Lessons Previewed	100%
Sessions Affected by Failure	several (exact number unknown)
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	Fall 74, Jordan, intro; Spring 75, Jordan, advanced
PLATO Lessons Designed	1
PLATO Lessons Programmed	1
Release Time	none
Prior PLATO Use	Fall 74 - Fall 75
Source of PLATO Training	self, credit course, site coordinator, fellow instructor
Years Teaching	18
Years at this College	7
Tenure	yes

*Term beginning/end

ID NUMBER Biology Instructor #10

COURSE INFORMATION

Number	General Biology - 2 [lab]
*Enrollment	28/21
Schedule	during class; out of class, terminals not reserved
PLATO Use	replace some lab, review and practice, supplement homework
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	varied
Quantity of Lessons	sufficient
Quality of Lessons	average
% Lessons Previewed	100%
Sessions Affected by Failure	several (exact number unknown)
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	Fall 74, Jordan, intro; Spring 75, Jordan, advanced
PLATO Lessons Designed	1
PLATO Lessons Programmed	1
Release Time	none
Prior PLATO Use	Fall 74, Spring 75, Fall 75
Source of PLATO Training	self, credit course, site coordinator, fellow instructor
Years Teaching	18
Years at this College	7
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Biology Instructor #10

General

It is impossible to evaluate the effect of PLATO on achievement. As supplement and reinforcement it may be successful, but it can not provide total instruction. Similarly, no generalization can be made about attitude toward PLATO in ability groups, although some bored, better students like instruction better on PLATO. PLATO's greatest advantange is that it makes students read and respond; study is forced. Its worst problems are its mechanical difficulties and the occasional poor quality of lessons. The instructor ranks PLATO as better than drill and laboratory, but not as satisfactory as all other suggested media or alternate forms of instruction.

Use and Lessons

PLATO was used during classtime and outside of class with no reservation of terminals to replace an occasional laboratory assignment, for review and practice, and to supplement homework and classroom work. No change in use is planned in the immediate future.

The class used the text Biology Today as well as handouts and audio-visual aids. Appropriate PLATO lessons were chosen from the hard copy index.

Topics which illustrate processes are best suited for PLATO. Lessons which were thought particularly good in terms of student needs were the Crocketts' lessons and the lesson on Drosophila as revised for this college's students. No one lesson exploits all of PLATO's unique characteristics particularly well, but many employ individual features effectively. Approximately three-quarters of the available lessons fit the instructor's syllabus, although not all were appropriate for the learning level of the class. Some lessons, such as blood typing, were too general for the syllabus.

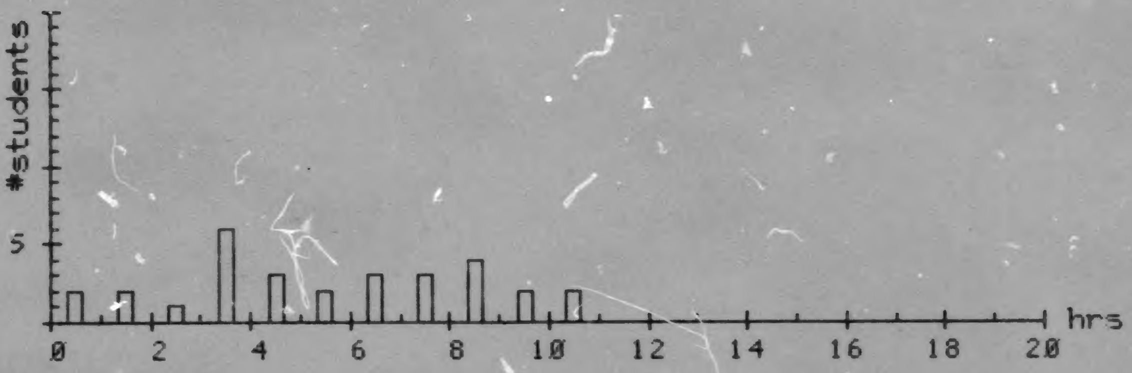
In the future, new authors who know the audience they are writing for, that is, the City Colleges of Chicago audience, should prepare lessons. Lessons on embryology and chemistry need more variation. At present, there is too much on ecology and too little on general chemistry.

Mechanics and Administration

Interview not completed.

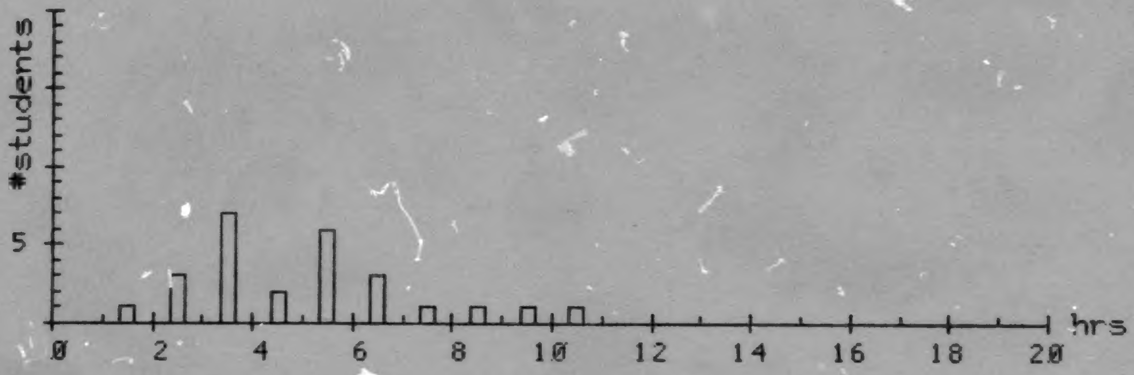
Biology Instructor #10 -- continued

General Biology - 1 [lab]



Usage distribution
Totals: 30 students, 153 hours. Average: 5.1

General Biology - 2 [lab]



Usage distribution
Totals: 26 students, 118 hours. Average: 4.5

ID NUMBER Biology Instructor #11

COURSE INFORMATION

Name	General Biology - 1 [lab]
*Enrollment	/27
Schedule	no response
PLATO Use	replace class and/or lab, review and practice
Roster	self, PLATO staff
Curriculum	self
Lesson Source	course catalog, fellow instructor
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	less than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	2
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	2 in progress
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 74 - Fall 75
Source of PLATO Training	self, site coordinator, fellow instructor
Years Teaching	9
Years at this College	3
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Biology Instructor #11

General

Although it is hard to assess the effects of PLATO, students seem to be enjoying it and are doing well with it. The instructor's class using PLATO is showing greater responsiveness in producing better grades than the control group without PLATO. Most students are responding positively to PLATO, although in the beginning some slower students had trouble using the typing keys. PLATO's great strength is that it can provide repetition, instant feedback and response, and quizzing potential. Its greatest difficulty for biology study is that it can not adequately simulate real organisms; an adequate slide selector system would help.

On the whole, PLATO is better than a workbook, audio-visual aids, text, programmed learning, a tutor, or class discussion. It is not as satisfactory as lecture, homework, or class drill.

Use and Lessons

The texts for the class were Keeton's Elements of Biological Science and the lab manual Explorations in Modern Biology. Appropriate PLATO lessons were selected from the printed catalog upon the recommendation of a fellow instructor. In the future, the instructor will preview the lessons himself for appropriateness. Lessons on chemistry and cells are the topics which best suit PLATO. The individual chemistry lessons were especially good, especially those which visually portrayed molecules combining. Students liked best the lessons on cells. While the learning level of most lessons was appropriate, the lesson on the circulatory system was too hard particularly because it required much too specific answers. No lesson, on the other hand, was too easy. Most of the basic lessons fit the instructor's syllabus well. The lessons on cells seem to branch well and, in so doing, effectively utilize PLATO's special characteristics.

In the future, the lessons should be designed with greater humor and cleverness. One way to achieve both would be to have a programmer and an artist with a sense of humor work jointly on the design of dynamic programs. Newer lessons for beginners should be added, including lessons on tissues, skeletal systems, and circulatory systems.

In the future, the instructor would like to be able to use PLATO as an adjunct to be used at the convenience of the student, as well as a device to be used in class. He would like to have more terminals made available to him; otherwise he would plan no difference in his use of PLATO.

Mechanics and Administration

Some mechanical problems were encountered but fewer this semester than previously. Most of the difficulties came from the malfunctions of individual terminals. There were no system failures. Scheduling was a problem in so far as the instructor was not able to get one of his classes on PLATO. He would like to have more terminals made available.

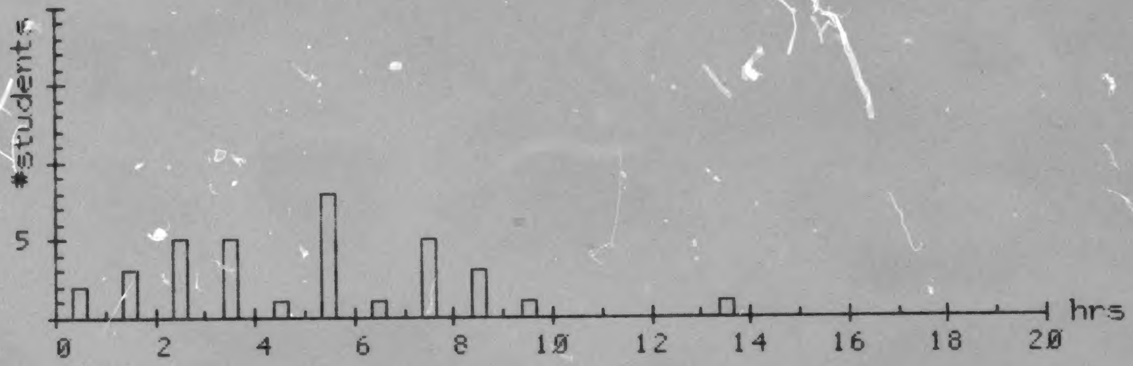
Biology Instructor #11 -- continued

The instructor managed his own curriculum and roster.

The course had no ETS contact.

The instructor feels that PLATO should increase the teacher's productivity. His own students respond well to it. So far, PLATO has had no effect upon his career.

General Biology - 1 [lab]



Usage distribution
Totals: 35 students, 159 hours. Average: 4.5

ID NUMBER Biology Instructor #12

COURSE INFORMATION

Name	General Biology - 1 [lab]
*Enrollment	30/34
Schedule	during class
PLATO Use	review and practice
Roster	self
Curriculum	self, site coordinator
Lesson Source	course catalog
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	average to high
% Lessons Previewed (approx.)	80%
Sessions Affected by Failure	few (number not given)
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	U of I staff
U of I Extension Course	Fall 72, Videbeck, authors; Spring 73, Videbeck, users
PLATO Lessons Designed	1
PLATO Lessons Programmed	1
Release Time	none
Prior PLATO Use	Fall 73 - Fall 75
Source of PLATO Training	credit course
Years Teaching	15
Years at this College	15
Tenure	yes

*Term beginning/end

ID NUMBER Biology Instructor #12

COURSE INFORMATION

Name	Botany
*Enrollment	30/
Schedule	during class
PLATO Use	review and practice
Roster	self
Curriculum	self, site coordinator
Lesson Source	course catalog
Lesson Preview	no response
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	average to high
% Lessons Previewed (approx.)	80%
Sessions Affected by Failure	few (number not given)
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	U of I staff
U of I Extension Course	Fall 72, Videbeck, authors; Spring 73, Videbeck, users
PLATO Lessons Designed	1
PLATO Lessons Programmed	1
Release Time	none
Prior PLATO Use	Fall 73 - Fall 75
Source of PLATO Training	credit course
Years Teaching	15
Years at this College	15
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Biology Instructor #12

General

It is disturbing that PLATO does not produce more evident results. While student attitudes vary from semester to semester, in general good students are not happy to use PLATO. They feel the teacher could do the same work in a shorter time. One important advantage of PLATO for biology is that it can display biological phenomena in compressed time sequence; growth from seedling to plant can be easily displayed within an hour -- something which can not be done in lab. The principal disadvantage is that it antagonizes students who resent the need to work with yet one more machine.

PLATO provides better instruction than a workbook, homework, drill, lecture, or a tutor. It is less satisfactory than audio-visual aids, a text, programmed learning, or class discussion. In different ways PLATO is both better and worse than a traditional lab. PLATO's most useful role may be that of a tutor, especially for students who need to make up missed lessons or who have had difficulty assimilating the work in the classroom.

Use and Lessons

PLATO was used in class for supplementary instruction and for review. In the future the instructor would like to use PLATO as a tutorial, and not during classtime. She most expressly does not want lab sacrificed to PLATO.

The texts used in the course were Keeton's Biological Science, second edition, and the biology department lab manual as well as handouts. PLATO lessons were chosen from the catalog to match topics in the departmental syllabus. The topics most suited to PLATO are those of meiosis and mitosis. The Crocketts' lessons are especially fine since they present material from the student's point of view. Lessons on natural selection by Hyatt and Drosophila genetics draw most actively upon the special characteristics of PLATO. None of the lessons were too easy for the class although the lesson on genetics seemed too involved. Few students complained about the learning level of the lessons. The instructor would like to see lessons on the endocrine and nervous systems added to the PLATO curriculum and would like to see accompanying microfiche materials made available. Future lessons should be designed to be adaptable to as many syllabi and pedagogical styles as possible and should be keyed to standard lab manuals.

Mechanics and Administration

No mechanical or scheduling problems arose. The instructor has had University of Illinois extension courses in the use of PLATO and managed her own roster and curriculum.

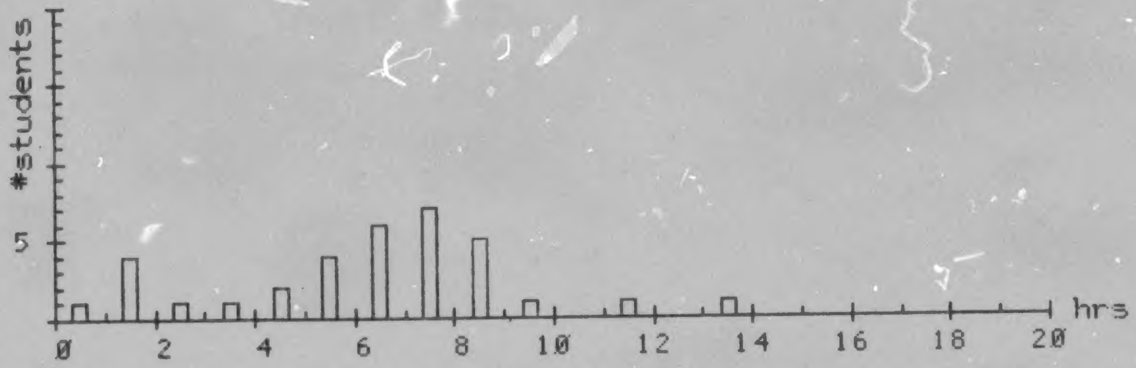
ETS pretests, posttests, and attitude surveys were given although some material in the ETS tests was not covered in the syllabus.

While PLATO has had no immediate effect on her career, the instructor sees PLATO as the instruction of the future. Even so, it will not replace

Biology Instructor #12 -- continued

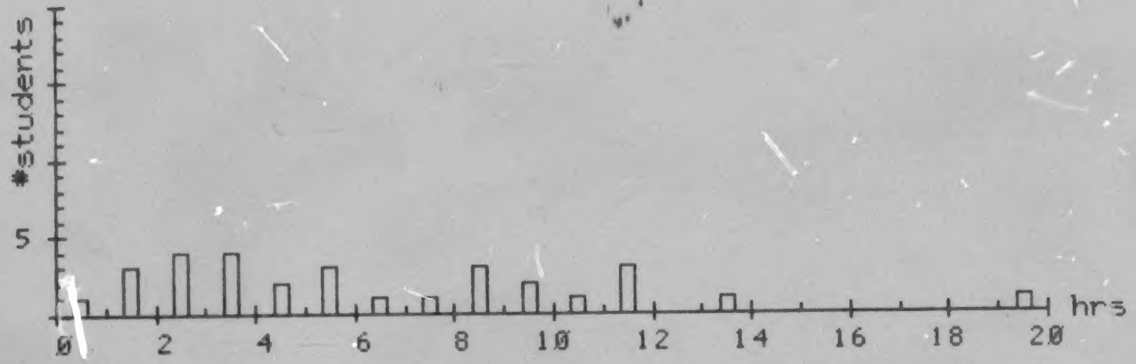
the classroom teacher. PLATO has affected her classroom method. It has encroached a bit into laboratory; it has also placed more emphasis on class discussion, which provides a means of determining the effectiveness of PLATO lectures.

General Biology - 1 [lab]



Usage distribution
Totals: 34 students, 195 hours. Average: 5.7

Botany



Usage distribution
Totals: 30 students, 179 hours. Average: 6.0

ID NUMBER Biology Instructor #13

COURSE INFORMATION

Number	General Biology - 1 [lab]
*Enrollment	20/21
Schedule	during class
PLATO Use	replace class instruction and/or lab, review and practice, supplement homework
Roster	site coordinator, asst site coordinator
Curriculum	self, site coordinator, asst site coordinator
Lesson Source	course catalog
Lesson Preview	some
ETS	no

COURSE EVALUATION

Level of Lessons	easy to too difficult, depending upon students' abilities
Quantity of Lessons	less than to more than sufficient, depending upon topic
Quality of Lessons	very high
% Lessons Previewed	0 (before use by students)
Sessions Affected by Failure	2
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	staff meeting; ca. 1971
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 74 - Fall 75
Source of PLATO Training	self, site coordinator, asst site coordinator, U of I staff
Years Teaching	19
Years at this College	15
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Biology Instructor #13

General

PLATO's influence on achievement varies according to student ability. Better students achieve more and they master more of the PLATO material. A similar correlation is seen in student attitudes; better students enjoy PLATO more. PLATO's great strength is that it is an alternate medium which students generally enjoy using. Its great disadvantages are its mechanical failures, especially terminal malfunctions, and programming errors in lessons. PLATO is better than a workbook, audio-visual aids, homework, and programmed learning. It is not as satisfactory as lectures, tutors, class discussion, or laboratory. The instructor is undecided about its rank in comparison with textbook and drill.

Use and Lessons

PLATO was used during classtime to replace classroom instruction, for review and practice, and to supplement homework. In the future, the instructor would like to have more free hours for PLATO use on a casual basis outside of class.

As texts, the class used Curtis' Biology and Freeman Company separates. Appropriate PLATO lessons were selected from the printed catalog.

Topics in physiology best fit PLATO. The lessons on physiology and the body system and DNA were selected as particularly good. Lessons on serology and the lesson on diffusion featuring Manny Molecule employed PLATO's special characteristics particularly well. Unfortunately, few lessons fit the instructor's syllabus. Learning level was hard to assess since there was such a variety of student abilities. No lesson was too easy and the lesson on respiration experiments was too hard.

In the future, using teachers should suggest new lessons. New topics ought to include lessons on the skeletal system and the endocrine system. Both new and existing lessons should be designed for more flexible answer judging and to provide answers when students can not answer the question. Technical problems with microfiche materials should be resolved and printouts should be made more available.

Mechanics and Administration

Two PLATO sessions were interrupted by serious mechanical failures and other mechanical problems occurred during other periods; frequently the classtime was salvaged for other work. The instructor has never been able to schedule the hour he preferred but this term the allotted time was close enough not to be inconvenient. He suggested that teachers take turns for certain prime time PLATO slots.

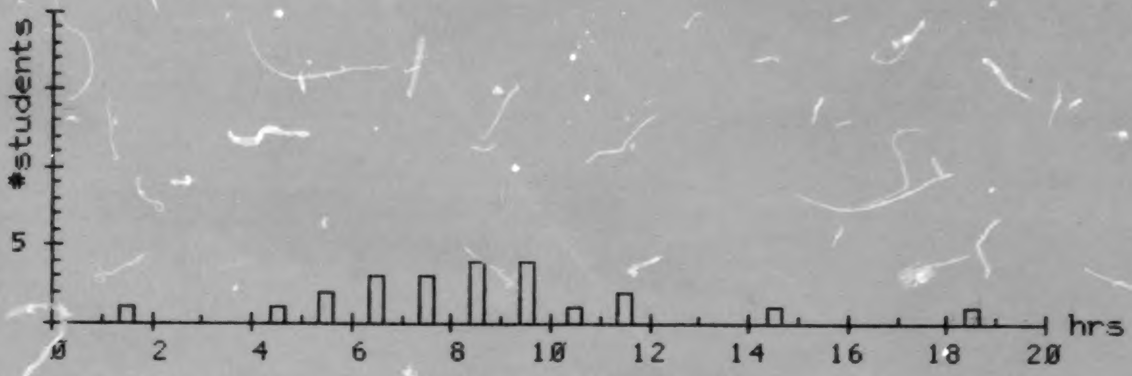
Allan Meers or Richard Neapolitan managed the course roster and Meers provided additional aid in the use of PLATO.

The course had no ETS contact.

Biology Instructor #13 -- continued

PLATO is another weapon in the instructor's arsenal. It has affected this instructor's classroom teaching since students bring materials covered on PLATO to class for discussion. The instructor enjoys using PLATO; he feels as if a session on PLATO is much like a field trip.

General Biology - 1 [lab]



Usage distribution
Totals: 23 students, 186 hours. Average: 8.1

ID NUMBER Biology Instructor #14

COURSE INFORMATION

Number	General Biology - 1 [lab] (2 sections)
*Enrollment	/55 (both sections)
Schedule	during class; out of class, terminals not reserved
PLATO Use	review and practice
Roster	self
Curriculum	self
Lesson Source	course catalog, fellow instructor
Lesson Preview	no response
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	average (1/3) to high (2/3)
% Lessons Previewed (approx.)	70%
Sessions Affected by Failure	1
Would You Use Your Own Time to Improve PLATO Instruction	not at present

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	Fall 74, Jordan, intro; Spring 75, Jordan, advanced
PLATO Lessons Designed	1
PLATO Lessons Programmed	1
Release Time	none
Prior PLATO Use	Spring 75, Fall 75
Source of PLATO Training	self, credit course
Years Teaching	no response
Years at this College	2
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- Biology Instructor #14

General

All students are equally receptive to PLATO but PLATO seems to be designed for average students; poorer students seem to have far greater expectations for what PLATO can do for them and are disappointed more often. PLATO can break through the intimidation which texts offer to certain students and can provide instruction without social embarrassment. Unfortunately, poor reading and typing skills sometimes get in the way of real achievement and, moreover, not enough terminals are available at one time for a class of 35 students.

PLATO is superior to workbooks, homework, and programmed learning; it is equal to a lab, but is not as satisfactory as audio-visuals, text, drill in class, lecture, or tutors.

Use and Lessons

PLATO was used in two sections of Biology 111 to replace in-class time and to provide supplementary review for class lessons. The instructor wanted to use PLATO for both her biology classes but she was unable initially to obtain sufficient time. She noted there was real jealousy among the students in the class that was not at first able to use PLATO. Students were also encouraged to use PLATO on their own time as terminals were available.

The text for the course was Biology Today, second edition; a lab manual was used as were occasional audio-visual aids. The instructor selected the PLATO lessons with the assistance of Sally Lee, with whom she compared notes on the lessons. In the future, she plans to review all lessons she is considering for inclusion.

Among the topics which fit PLATO well are the cell, photosynthesis, and respiration; lessons presently available in those topics are particularly good. Lessons by certain authors are regularly less satisfactory. The lessons on cells and diffusion and all of the lessons by Crockett employ most effectively PLATO's most unique characteristics. No comment was made on the general learning level of the lessons, although the lesson on photosynthesis was identified as particularly difficult for her class. In the future, however, lessons should be designed as simply as possible. Lessons aimed at an audience of University of Illinois students are probably of limited appeal to a community college audience. Present lessons by Crockett and Boggs provide just right level of instruction and might serve as models for future development. Lessons with good visual presentations produce good results. After the lessons on diffusion and cell structure, the students did much better on an examination and in lab.

Mechanics and Administration

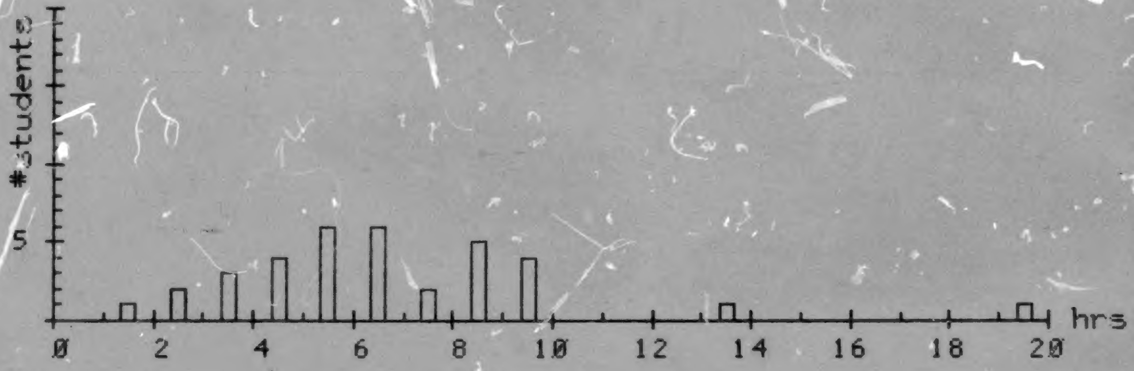
Mechanical interruptions were rare, and when they occurred, lab aides handled them easily. Except for the fact that both sections could not initially be scheduled for PLATO, no scheduling difficulties occurred; she was able to obtain the hours she wanted for the class which was able to use PLATO at first.

Biology Instructor #14 -- continued

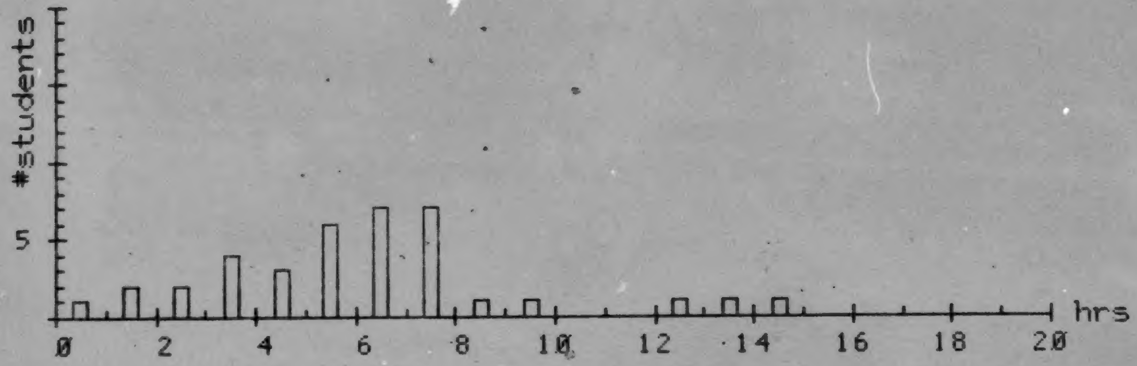
The instructor managed her own curriculum and roster. Errol Magidson and Yvonne Pierce provided assistance in the course. The instructor has taken both the introductory and advanced University of Illinois extension courses in the use of PLATO.

ETS tests were given.

General Biology - 1 [lab]



Usage distribution
Totals: 35 students, 223 hours. Average: 6.4



Usage distribution
Totals: 37 students, 207 hours. Average: 5.6

ID NUMBER Biology Instructor #15

COURSE INFORMATION

Name	General Biology - 1 [lab]
*Enrollment	32/26
Schedule	during class
PLATO Use	review and practice
Roster	site coordinator or asst site coordinator
Curriculum	asst site coordinator
Lesson Source	course catalog
Lesson Preview	some
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	less than sufficient
Quality of Lessons	average to better than average
% Lessons Previewed (approx.)	25%
Sessions Affected by Failure	2 - 3
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 73 - Fall 75
Source of PLATO Training	self, site coordinator, fellow instructor
Years Teaching	30
Years at this College	11
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Biology Instructor #15

General

PLATO is a medium that most students enjoy, and seems to have advantages for most. A few students dislike it, and slower students seem to have more difficulty adapting to the medium, but PLATO can be fitted to the needs of both poor and good students. Most importantly, PLATO holds students individually accountable for the work and permits them to work at their own rate and speed. Its graphic capabilities provide greater impact in instruction. Unfortunately, not all students can use machines individually; problems with terminals means that terminals must be shared. Moreover, some students simply do not like the machines.

PLATO is only clearly better than class drill, homework, programmed learning and tutors. In different respects it is both better and worse than other available media.

Use and Lessons

PLATO was scheduled during classtime for review and practice. In the future, PLATO will not be used to replace lab sessions. Ideally, PLATO ought to be available on a casual basis, the student choosing the time and the extent of his use.

The course required Biology Today by Kirk, the lab manual, and the biology exercises for Biology 111 and 112. The PLATO lessons were chosen to conform to materials covered in class, both in content and in pedagogical approach. In the future, lesson difficulty also will be considered.

Because data can be compressed and instantly displayed, quantifiable topics such as population growth are well suited to PLATO as are topics that require motion such as diffusion and osmosis. The best current lessons available are those on ecology and a few of the genetics lessons; all are accurate and are well programmed. The lessons which best fit the 111 syllabus were those on cell structure and function, human anatomy and physiology, neuron structure and function, digestion, cardiac cycle, and the heart. No lesson was too easy and some were too hard, notably Drosophila genetics and population lessons; cell structure seemed just right. Lessons on diffusion and blood typing best employed PLATO's capability for animation.

In the future, new lessons should be reviewed by skillful users who can suggest changes and improvements prior to release. Current lessons should be minutely evaluated to eliminate problems which students find troublesome. New lessons on evolution and chemistry should be developed.

Mechanics and Administration

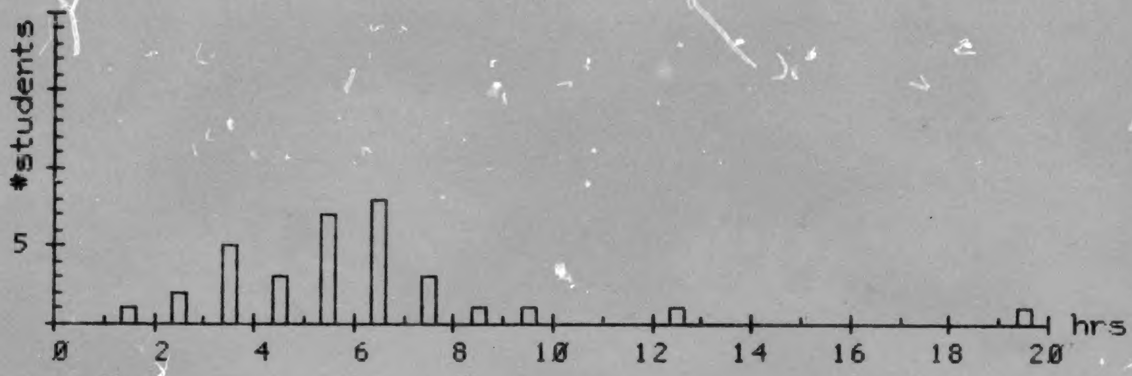
More system difficulties occurred this semester than previously. Scheduling seemed to be no problem except that PLATO should be available on a casual basis for those who wish to use it. The instructor managed both her own roster and her own curriculum. Gary Hyatt, Lee Porch, and Errol Magidson helped the instructor use PLATO.

Biology Instructor #15 -- continued

ETS pretests, posttests, and attitude questionnaire were given. The ETS posttest is not entirely satisfactory. The instructor does not like to use it for a final since she disputes the usefulness of some of the questions. As a consequence, she was obliged to give an additional final examination. The pretest, however, seems quite satisfactory.

PLATO is not a substitute for a teacher, although perhaps in a few cases it may replace an occasional teacher. Its chief use is as a supplement and as a means of dealing with instruction for which the teacher does not usually have time. Although PLATO may be an added chore for the teacher, it -- like all new experiences -- is enriching.

General Biology - 1 [lab]



Usage distribution
Totals: 33 students, 186 hours. Average: 5.6

ID NUMBER Biology Instructor #16

COURSE INFORMATION

Name	General Biology - 1 [lab]
*Enrollment	45/
Schedule	out of class, terminals reserved; out of class, terminals not reserved
PLATO Use	supplement
Roster	asst site coordinator
Curriculum	asst site coordinator
Lesson Source	course catalog
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	few (number not given)
Would You Use Your Own Time to Improve PLATO Instruction	no response

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 75, Fall 75
Source of PLATO Training	asst site coordinator
Years Teaching	10
Years at this College	4
Tenure	yes

*Term beginning/end

ID NUMBER Biology Instructor #16

COURSE INFORMATION

Name	Anatomy and Physiology - 1
*Enrollment	37/
Schedule	out of class, terminals reserved; out of class, terminals not reserved
PLATO Use	review and practice, supplement homework
Roster	asst site coordinator
Curriculum	asst site coordinator
Lesson Source	course catalog
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	few (number not given)
Would You Use Your Own Time to Improve PLATO Instruction	no response

INSTRUCTOR INFORMATION

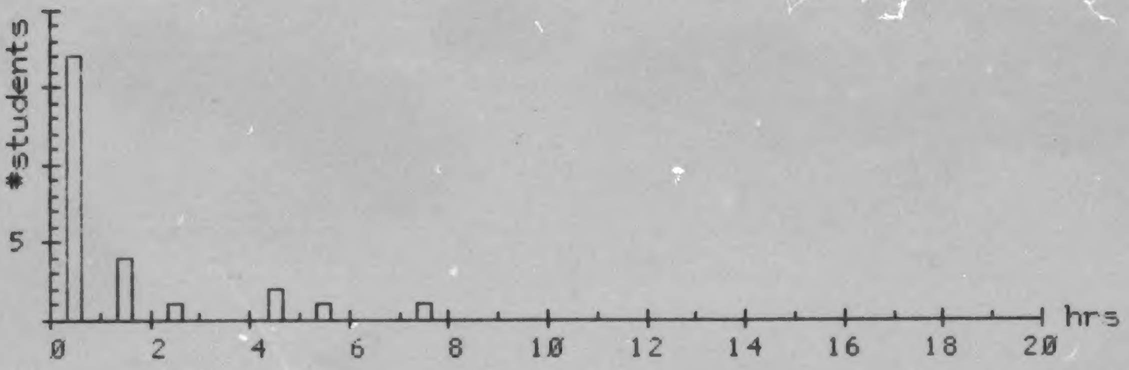
First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 75, Fall 75
Source of PLATO Training	asst site coordinator
Years Teaching	10
Years at this College	4
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Biology Instructor #16

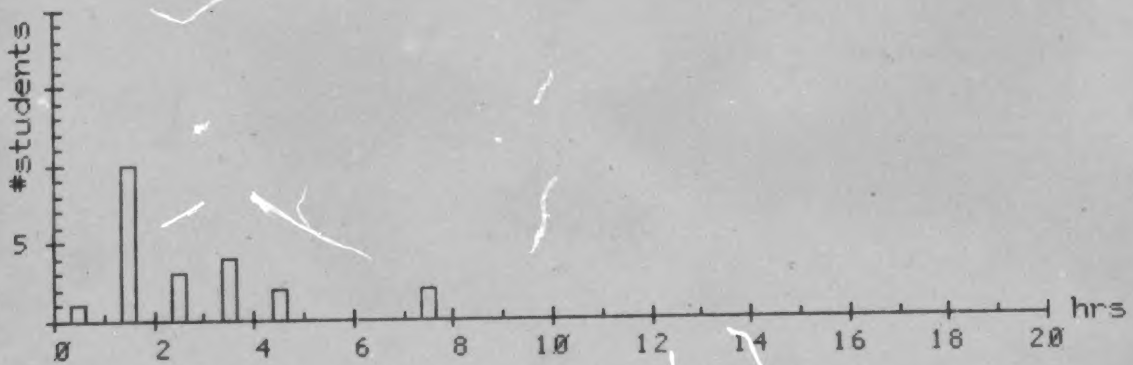
No interview conducted.

General Biology - 1 [lab]



Usage distribution
Totals: 26 students, 26 hours. Average: 1.0

Anatomy and Physiology - 1



Usage distribution
Totals: 22 students, 50 hours. Average: 2.3

ID NUMBER Biology Instructor #17

COURSE INFORMATION

Name	General Biology - 1 [lab]
*Enrollment	35/21
Schedule	during class, outside of class, terminals not reserved
PLATO Use	review and practice, supplement homework
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	pretests, posttests, attitude survey

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	high
% Lessons Previewed	100%
Sessions Affected by Failure	2
W[illegible] You Use Your Own Time [illegible]mprove PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff, fellow instructor
U of I Extension Course	Fall 74, Jordan, intro; Spring 75, Jordan, advanced
PLATO Lessons Designed	1 (in part)
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 74 - Fall 75
Source of PLATO Training	credit course
Years Teaching	15
Years at this College	3+
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Biology Instructor #17

General

In spite of the fact that most students in the class liked PLATO, some are antagonized by it and refuse to use it. Average and slightly below average students like PLATO best because it provides repetition. PLATO's contribution to achievement is mixed: with very poor students nothing seems to help, smart students do not really need PLATO. Again, it is the average student that benefits most from PLATO but some students can not read sufficiently well to use it to best advantage. Although PLATO helps reduce the load of lecture material, its use requires more time than is currently available. One hour per week, its present use, is not sufficient but no more time can be spared for it. Moreover, the number of terminals available is insufficient to serve the entire class.

PLATO is better than class drill, programmed learning, and class discussion but it is not as satisfactory as homework, a text, lecture, or laboratory.

Use and Lessons

The text for the course, Biological Science by Keeton, was supplemented by other aids, especially programmed learning materials. The instructor and a colleague divided the task of reviewing the available PLATO lessons and selected those most appropriate for the course.

Topics in chemistry and photosynthesis are best suited to PLATO. The best individual lessons are those by Faye Bomer. Lessons by another instructor were identified as good but perhaps not as suitable for community college students. Lag Phase of Cell Growth is also particularly good. Lessons by Ingersol and Francis exploit most fully the unique capabilities of PLATO. The Crocketts' lesson on structure and function was singled out as a particularly good realization of materials in the PLATO medium. The PLATO curriculum could be enriched by adding lessons in microbiology, macromolecules, and nucleic acids. In general, PLATO lessons need more interaction between PLATO and the students. The learning level of most lessons was satisfactory; none were too easy although a few were too hard. the Crocketts' lesson on the structure of the cell exemplifies just the right level. In general, the simplest lessons are best for her students since many have had no high school science. More difficult lessons are assigned to students who do the beginning work well.

Mechanics and Administration

Very few mechanical problems arose; during the course there was only one complete failure of the system. Since the course meets in the afternoon, no scheduling problems occurred.

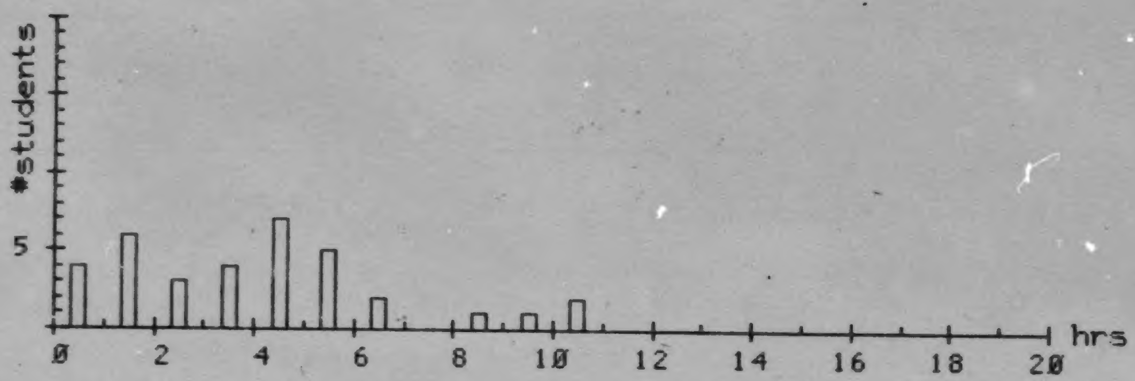
The instructor managed her own curriculum and roster. Bob Taylor and Sanford Rush provided general assistance.

Biology Instructor #17 -- continued

The course included the ETS pretests, posttests, and attitude questionnaires. The instructor rates the posttest as very good; only two questions were unsatisfactory.

The instructor foresees only good for PLATO. It will not and can not replace teachers but it is a valuable aid and this instructor will use any aid she can get. It has made her a better teacher since students' reactions to PLATO provide a valuable source of information about the course and methods.

General Biology - 1 [lab]



Usage distribution
Totals: 35 students, 126 hours. Average: 3.6

ID NUMBER Biology Instructor #18

COURSE INFORMATION

Name	General Biology - 1 [lab]
*Enrollment	35/32
Schedule	during classtime; outside of class, terminals reserved; outside of class, terminals not reserved
PLATO Use	replace classroom and/or lab, review and practice, supplement homework
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	1
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	Spring 74, Ghesquiere, intro
PLATO Lessons Designed	3
PLATO Lessons Programmed	2
Release Time	Spring 74, Summer 74, Summer 75
Prior PLATO Use	Spring 74 - Fall 75
Source of PLATO Training	self, site coordinator, U of I staff
Years Teaching	20
Years at this College	2 1/2
Tenure	no

*Term beginning/end

ID NUMBER Biology Instructor #18

COURSE INFORMATION

Name	General Biology - 2 [lab]
*Enrollment	37/38
Schedule	during class; outside of class, terminals reserved; outside of class, terminals not reserved
PLATO Use	replace classroom and/or lab, review and practice, supplement homework, extra credit
Roster	self
Curriculum	self
Lesson Source	course catalog; recommended by U of I staff, fellow instructors, college PLATO staff
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	difficult
Quantity of Lessons	sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	none
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	Spring 74, Ghesquiere, intro
PLATO Lessons Designed	3
PLATO Lessons Programmed	2
Release Time	Spring 74, Summer 74, Summer 75
Prior PLATO Use	Spring 74 - Fall 75
Source of PLATO Training	self, site coordinator, U of I staff
Years Teaching	20
Years at this College	2 1/2
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- Biology Instructor #18

General

No general statement can be made about the contribution of PLATO to students' achievement but it does appear to help in some classes and students seem to feel it helps. Answers containing the phrasing provided by the PLATO lessons frequently appear on quizzes given in class. Moreover, PLATO seems to help both basic and advanced students. Student attitudes toward PLATO vary depending upon the class, although as a general rule sharper students are not as enthusiastic about PLATO until basic materials have been passed and more challenging material is available. PLATO's great strengths are its individual pacing, its branching, and its record keeping capabilities. Its greatest weakness is poor design in some lessons.

Use and Lessons

PLATO was used in one section of Biology 111 and one section of 112. Time was split between both sections, which used the facilities alternately. PLATO was scheduled for use in class and out of class. Moreover, students were encouraged to use it on a non-scheduled basis. PLATO was used to replace classroom instruction, for review and practice, and to supplement homework.

Both classes used Biology Today, a lab manual, and class handouts. Students also worked on individual projects. PLATO lessons were selected by review of the on-line index.

Topics best suited to PLATO are materials requiring repetition, which might otherwise be dull, and experimental materials, including topics in enzymes and DNA construction. The best current lessons available are Glycosis, because of its animation and its simplification of a very difficult topic, and Protein Synthesis, since the lesson offers drill and practical construction of the protein structure that is rewarding. Moreover, the lesson on protein synthesis seemed to best employ PLATO's special characteristics. A more than ample number of lessons were suitable for the instructor's course syllabus for Biology 111 although the learning level of many was too hard. Nonewere too easy.

In the design of future lessons, special attention should be paid to exploiting PLATO's capacities to the fullest. New lessons in genetic drill problems and dilution experiments should be designed; current lessons could be improved by individualizing them to match the pedagogical practices of the instructor and by providing greater branching.

Mechanics and Administration

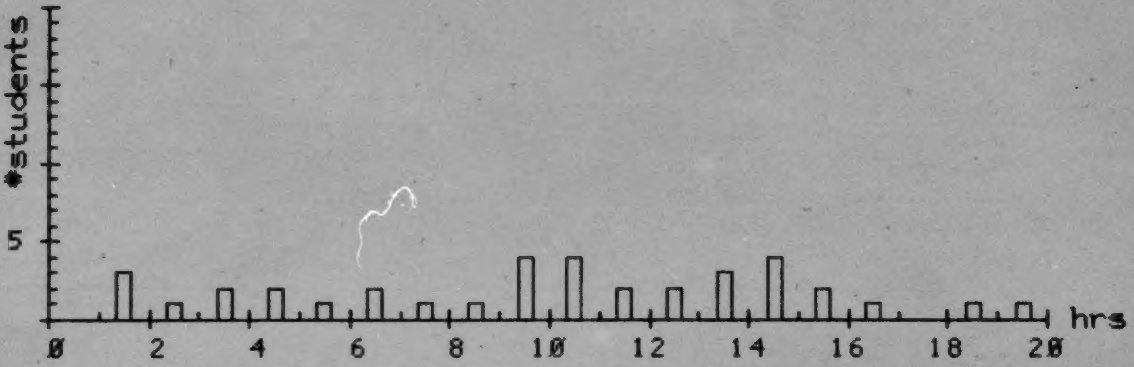
Far fewer mechanical difficulties occurred than formerly; the only scheduling problem was obtaining more free time for students to use PLATO on a casual basis. The instructor, who has taken the introductory course on PLATO, managed his own curriculum and roster.

ETS pretests were given; the pretests seemed to be improving in quality.

Biology Instructor #18 -- continued

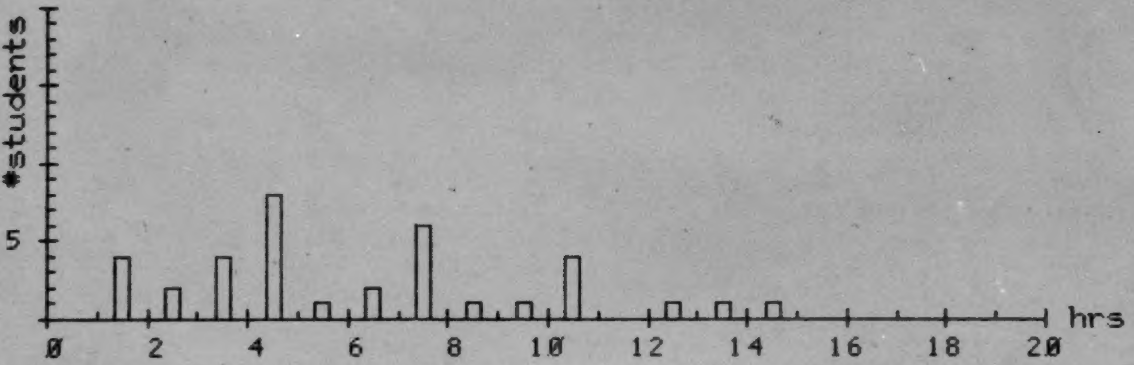
The instructor sees PLATO as an interesting and stimulating accessory to conventional learning which frees the teacher from routine tasks and should permit better instruction. It is not a replacement for the teacher but an adjunct that will take over some of the teacher's duties to free the instructor for more time to work individually with students.

General Biology - 1 [lab]



Usage distribution
Totals: 37 students, 352 hours. Average: 9.5

General Biology - 2 [lab]



Usage distribution
Totals: 36 students, 207 hours. Average: 5.8

ID NUMBER Biology Instructor #19

COURSE INFORMATION

Name	General Biology - 2 [lab]
*Enrollment	31/30
Schedule	during class
PLATO Use	review and practice
Roster	self, assistant site coordinator
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	almost all
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	U of I staff
U of I Extension Course	Fall 72, Videbeck, authors
PLATO Lessons Designed	4
PLATO Lessons Programmed	4
Release Time	Spring 73, Summer 73
Prior PLATO Use	Summer 75, Fall 75
Source of PLATO Training	U of I staff
Years Teaching	8
Years at this College	8
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Biology Instructor #19

General

PLATO is a useful tool, comparable to other teaching aids, which works best when teachers participate actively in the PLATO sessions. It is difficult to evaluate its effect and there is no apparent difference in learning among the various ability groups who use it. Many of this instructor's students preferred not to use PLATO this semester. The source of dissatisfaction was not identified. Advanced students seemed reticent to use it although student indifference may be more the result of the way PLATO is being used than in the instrument itself.

PLATO helps locate individual difficulties better and helps the teacher to determine where to focus the lecture; its mechanical problems are its greatest disadvantage. PLATO is not discernibly better than other teaching media although there is some difficulty in evaluating other media with PLATO. PLATO is probably not as good as homework, class drill, and class discussion. PLATO should be used for make-up work and review along with live tutors, a teacher assisting and advising.

Use and Lessons

PLATO was used in class for review and as a supplement to lectures.

The course used a text by Keeton and a college biology lab manual in addition to several audio-visual aids. PLATO lessons were selected from the printed catalog and the on-line index. Mitosis, meiosis, and genetics are the topics best suited to PLATO presentation. The instructor considers his own lessons of high quality, especially the lessons on mitosis and meiosis. Perhaps because they were geared for his own students the lessons on meiosis, mitosis, genetics, menstruation, and evolution best suited his syllabus. The learning level of most lessons was satisfactory; no lesson was too difficult. The lesson on blood typing was too easy and one lesson on cell structure he thought too simplified. The lessons on natural selection, evolution, behavior, and genetics best used PLATO's unique capabilities. In the future, he would use those lessons which are accurate and complete and not overly simplified.

In the future, the instructor would prefer to provide the students with handouts to be used as a guide to the lessons to be studied and telling the student what to look for as he works his way through the PLATO lesson. He would also like to see more material available on genetics. Future lessons should be written by biologists and not by technicians and should not sacrifice effectiveness to dazzling technology.

Mechanics and Administration

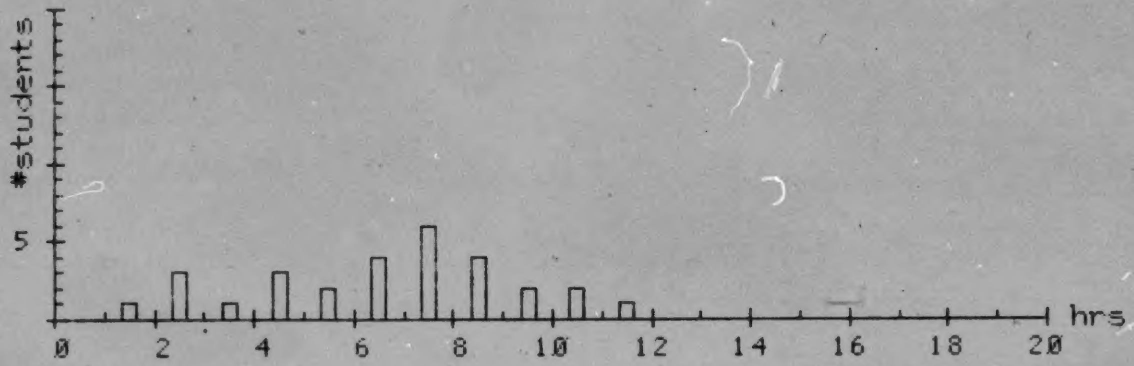
Some total failures of the system occurred this semester; PLATO seemed as lethargic at 8:00 a.m. as did the students. No scheduling problems occurred however. The instructor received his training in PLATO from Dr. Videbeck and has been helped by Gary Hyatt. Laboratory aides in the lab section managed the curriculum and the roster for the course.

Biology Instructor #13 - continued

The ETS pretest was given.

PLATO has had no effect upon his career and he sees it having little influence on the teaching profession.

General Biology - 2 [lab]



Usage distribution
Totals: 29 students, 179 hours. Average: 6.2

ID NUMBER Biology Instructor #20

COURSE INFORMATION

Name	Anatomy and Physiology - 1
*Enrollment	35/35
Schedule	during class; outside of class, terminals **not** reserved
PLATO Use	review and practice, supplement homework
Roster	asst site coordinator
Curriculum	asst site coordinator
Lesson Source	course catalog
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	1
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	Spring 75, Jordan, intro
PLATO Lessons Designed	1
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Summer 75, Fall 75
Source of PLATO Training	credit course, site coordinator
Years Teaching	7
Years at this College	7
Tenure	yes

*Term beginning/end

ID NUMBER Biology Instructor #20

COURSE INFORMATION

Name	Anatomy and Physiology - 2
*Enrollment	35/35
Schedule	during class; outside of class, terminals not reserved
PLATO Use	review and practice, supplement homework
Roster	asst site coordinator
Curriculum	asst site coordinator
Lesson Source	course catalog
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	[illegible]
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	Spring 75, Jordan, intro
PLATO Lessons Designed	1
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Summer 75, Fall 75
Source of PLATO Training	credit course, site coordinator
Years Teaching	7
Years at this College	7
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Biology Instructor #20

General

It is impossible to assess the effect of PLATO on achievement since the instructor has no control group with which to measure the PLATO class. As a general rule, however, better students do like PLATO. Its greatest advantages are its animation and its immediate correction of student errors. Its greatest disadvantage is that it is impossible to back up several frames without encountering restart problems. Currently, it is better than a workbook, audio-visual aids, homework, or a text. It is not as satisfactory as other forms of instruction.

Use and Lessons

PLATO was used during classtime and on a non-scheduled basis outside of class for review and practice and to supplement homework. Appropriate PLATO lessons were chosen from the index to fit the syllabus of the course.

Topics that can be animated and provide immediate correction of the student are best for PLATO. The best available lessons are those on neuron structure, photosynthesis, and the nursing program on fetal circulation. Although the learning level of most lessons is satisfactory, the lesson on auxiliary control of the heart routes the student incorrectly and therefore is too difficult.

In the future, teachers should write the lessons and students should test them in the classroom before they are released for general use. While no specific improvements for lessons' format or content were suggested, additional lessons on muscles, bones, and nervous systems would be valuable.

Mechanics and Administration

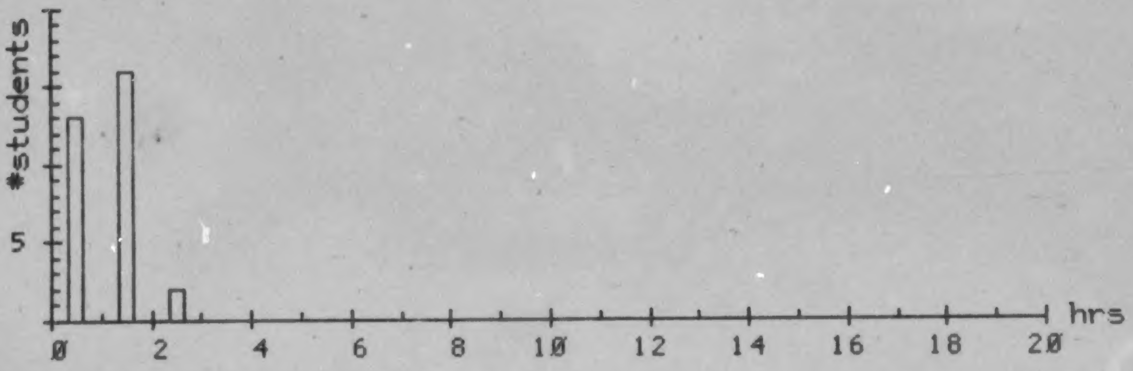
One total system failure occurred during the term but the system came back up soon after so alternate materials were not required. No scheduling problems arose. Al Meers managed the course roster this semester although the instructor has done so in the past herself. R. Neapolitan provided help with PLATO and the instructor has taken the introductory course offered by the University of Illinois in Spring 1975.

The course had no contact with ETS.

PLATO adds to teaching resources; it is not a rival of the teacher. PLATO has had no effect on the instructor's classroom methods but she feels that it has enriched her career.

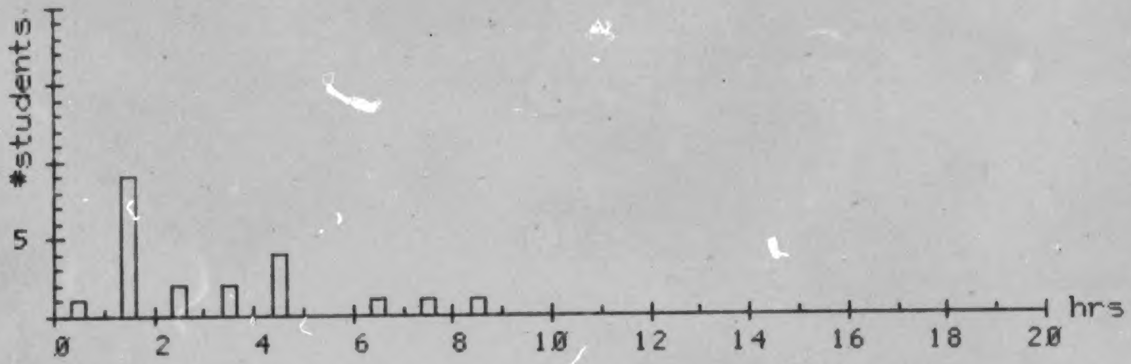
Biology Instructor #20 -- continued

Anatomy and Physiology - 1



Usage distribution
Totals: 31 students, 20 hours. Average: 0.6

Anatomy and Physiology - 2



Usage distribution
Totals: 21 students, 56 hours. Average: 2.7

ID NUMBER Biology Instructor #21

COURSE INFORMATION

Name	Anatomy and Physiology - 1
*Enrollment	44/
Schedule	during classtime
PLATO Use	review and practice, supplement homework, extra credit
Roster	site coordinator
Curriculum	self
Lesson Source	course catalog
Lesson Preview	no response
ETS	no

COURSE EVALUATION

Level of Lessons	easy
Quantity of Lessons	less than sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	25%
Sessions Affected by Failure	2
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 74 - Fall 75
Source of PLATO Training	self
Years Teaching	8
Years at this College	5
Tenure	yes

*Term beginning/end

ID NUMBER Biology Instructor #21

COURSE INFORMATION

Name	Anatomy and Physiology - 2
*Enrollment	40/
Schedule	outside of class, terminals not reserved
PLATO Use	review and practice, supplement homework, extra credit
Roster	site coordinator
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	easy
Quantity of Lessons	less than sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	25%
Sessions Affected by Failure	2
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 74 - Fall 75
Source of PLATO Training	self
Years Teaching	8
Years at this College	5
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Biology Instructor #21

General

In its present state PLATO is of limited use for advanced physiology and anatomy classes since most of the materials are not really applicable. PLATO is useful, however, to students in more basic courses. Students in introductory courses like PLATO since it gives them the material in a different form and one that is more entertaining than direct instruction. If PLATO has a serious drawback, it is the exacting difficulty of answer judging. On the whole, PLATO is better than a workbook, audio-visual aids, programmed learning, and laboratory. It is not as satisfactory as other media or forms of instruction.

Use and Lessons

The text for the course was Human Anatomy and Physiology by Sheappano et al. Appropriate PLATO lessons were selected from the on-line index.

Blood typing, breathing mechanisms, and cardiac cycle were the topics which best suited PLATO. The lesson on cardiac function was particularly good because it actually showed the pumping mechanisms of the heart in action and was accompanied by sound. Students found it particularly effective; it seems to be a lesson which exploits uniquely well the characteristics of PLATO. Although few of the available lessons fit the instructor's syllabus, those that were appropriate were not too difficult for the class. Lessons on cells were too easy. In the future, new lessons should be developed by the using teachers. New lessons should be developed in muscular, endocrine, and nervous systems. More lessons in physiology generally would be appropriate. Both new and old lessons need to be equipped with flexible answer judging. Answer judging that is too capriciously exacting discourages the student.

Mechanics and Administration

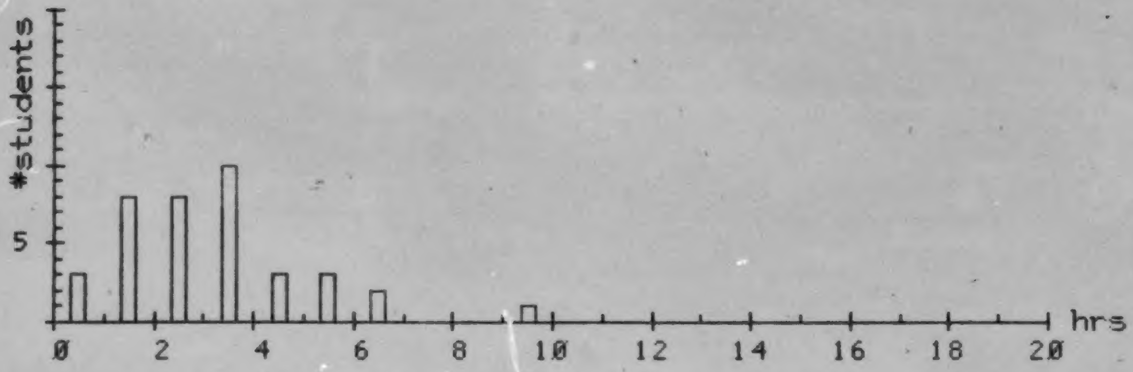
Neither mechanical failures nor scheduling problems arose. For the most part, Joan Sweany managed the course roster although the instructor is competent to do so. Sweany also provided general help with PLATO.

The course had no FTS contact.

On the whole, PLATO will provide a good influence on teaching; it will not replace teachers. While students like it as a supplement, it can not replace lab or lecture. So far, PLATO has had no impact on this instructor's career.

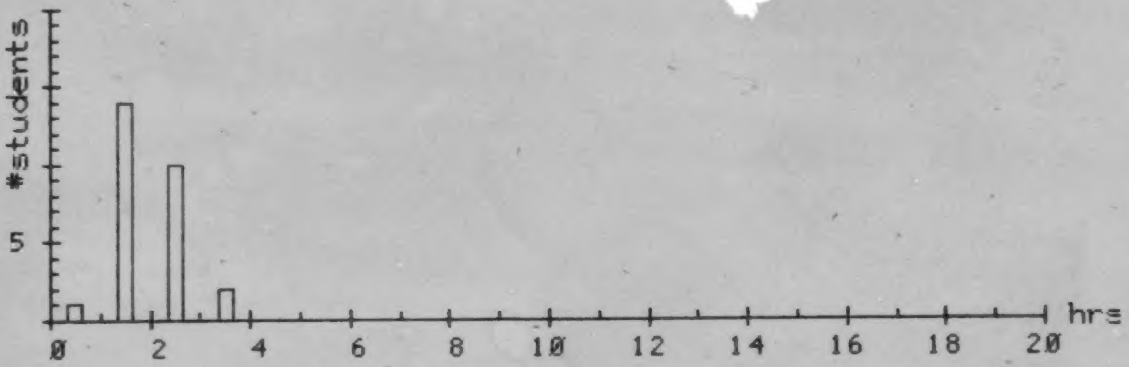
Biology Instructor #21 -- continued

Anatomy and Physiology - 1



Usage distribution
Totals: 38 students, 102 hours. Average: 2.7

Anatomy and Physiology - 2



Usage distribution
Totals: 27 students, 40 hours. Average: 1.5

CHEMISTRY

SUBJECT COORDINATOR'S SUMMARY -- CHEMISTRY

Curriculum

The greatest portion of the chemistry lessons made available to the community colleges were written by chemistry faculty and graduate students at the University of Illinois at Urbana-Champaign, orginally for use at that campus. Since much of the content of the university courses was similar to that of the community college courses, often lessons were used without modification. However, some instructors found that the lessons were too difficult, or that they adopted a less favored pedagogy, or that they ignored some subject matter completely. Consequently, several instructors began to write new lessons or to revise existing lessons to make them more suitable for their own classes. One instructor rewrote several lessons that he had written while a student at the university. Moreover, a number of interested chemistry teachers at the City Colleges of Chicago formed a group intent upon improving PLATO instruction and creating more chemistry lessons. That project has created a dozen new lessons, now in the last stages of revision, especially designed for students with little or no background in chemistry.

Still, there remain gaps in the normal classroom instruction curriculum that have not been filled with suitable PLATO lessons. Although this condition may be remedied in a few years, the problem is compounded by the fact that there are so many different types of classes and so many different legitimate ways of presenting any single topic.

During the past semester, approximately sixty lessons were offered, dealing with topics such as background mathematics skills, the metric system, solution chemistry, titrations, elements, compounds, chemical equations, stoichiometry, and gases. Miscellaneous lessons on a variety of topics not easily classified were also included. A catalog of one-page descriptions for each available chemistry lesson can be obtained from PLATO IV Publications, Computer-based Education Research Laboratory, University of Illinois at Urbana-Champaign, Urbana, Illinois 61801.

Usage Data

The use made of lesson materials and the manner of their presentation was left entirely to the discretion of the classroom teacher, or to the college department. Consequently, the amount and kind of use varied considerably between classes during Fall 1975. Comparisons should not, therefore, be made among classes or schools, and evaluations should consider the exact use made of PLATO in each class.

When expressed in amount of time, chemistry use was extensive. In most cases, instructors made PLATO lessons available to students for practice in applying subject matter studied in the classroom. There is a noticeable general reluctance to allow PLATO to wholly replace classroom instruction on any topic. Perhaps this can be attributed to an unfamiliarity with the lessons available, or to a mistrust of letting a computer usurp the role of the teacher. This reluctance may abate as lessons improve and as more lessons become available.

Although most instructors designed their own curricula, a small number neither used an existing curriculum of lessons nor designed an individual one; rather they merely made available to their classes a large list of lessons from which students could select topics to study. Unfortunately, this practice usually produces a relatively ineffective use of PLATO. Since students were not directed toward lessons complementing the current class topic, PLATO was not used to its fullest extent, depriving especially the weak students of extra practice.

It has been suggested that as new lessons are developed, sample curricula be provided to faculty by their colleges to permit instructors to select one of several integrated programs of lessons with the intent of improving the use of PLATO.

General Chemistry Usage by Class and College for Fall 1975[1]

College	Class	Students[2]	Total Hours[2]	hours/student[3]
Kennedy-King	1	33	310.2	9.4
	2	31	120.9	3.9
	3	36	144.0	4.0
	4	27	78.3	2.9
	5	22	189.2	8.6
TOTAL		149	842.6	5.7
Malcolm X	1	29	342.2	11.8
	2	36	241.2	6.7
	3	39	319.8	8.2
	4	28	86.8	3.1
	5	39	163.8	4.2
	6	37	351.5	9.5
	7	11	111.1	10.1
	8	25	80.0	3.2
TOTAL		244	1696.4	7.0
Parkland	1	22	269.7	12.3
	2	23	273.7	11.9
	3	18	240.4	13.4
TOTAL		63	783.8	12.4
Wright	1	44	488.4	11.1
	2	27	91.8	3.4
	3	36	248.4	6.9
	4	37	321.9	8.7
	5	26	156.0	6.0
TOTAL		170	1306.5	7.7
GRAND TOTAL	21	626	4629.3	7.4

[1] Organic chemistry produced 191.6 additional hours (4% of total use).

[2] Represents all students who ever used PLATO in the course.

[3] Since this also includes those who dropped the course during the semester, the mean hours/student for those who completed the course would be approximately 25% greater.

CERL Support

During Fall Semester 1975 CERL community college project staff provided the following service to the community colleges and to ETS in support of the chemistry program:

(1) Collected student data which ETS requested for possible use in compiling its forthcoming evaluation report.

(2) Reported the PLATO chemistry use in the community colleges.

(3) Helped review new chemistry lessons designed by teachers in the City Colleges of Chicago.

(4) Set up courses for instructors and provided an on-line index of the PLATO chemistry lessons available.

(5) Helped instructors with individual problems.

(6) Revised the written catalog of general chemistry lessons.

ID NUMBER Chemistry Instructor #1

COURSE INFORMATION

Name	Principles of Chemistry
*Enrollment	18/15
Schedule	during classtime; outside of class, terminals reserved; outside of class, terminals not reserved
PLATO Use	replace class and/or lab, review and practice, supplement homework, replace homework
Roster	self
Curriculum	self, fellow instructor
Lesson Source	course catalog, fellow instructor
Lesson Preview	yes
ETS	posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	less than sufficient to sufficient
Quality of Lessons	high to very high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	yes, on a limited basis

INSTRUCTOR INFORMATION

First PLATO Contact	U of I staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 73 - Fall 75
Source of PLATO Training	U of I staff, fellow instructor
Years Teaching	13
Years at this College	7 1/2
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Chemistry Instructor #1

General

PLATO is an exciting tool and one that the instructor would hate to be without. Like other mediums, it does not appeal equally to all but is effective for some. Not all lessons are equally effective and student attitudes appear to vary with the lesson. The lesson on Freezing Point Depression, for example, turned off most students. Moreover, some frustration is caused by capricious answer judging.

PLATO's great strength is its capacity for drill and repetition. It is about equivalent in effectiveness to lectures. Students who do not respond well to PLATO should be permitted to select classes that do not require its use.

Use

Until this term, the instructor used PLATO only as a supplementary aid. This term it was used as an integral part of one section of Chemistry 101 to replace class time and as a supplement in Organic Chemistry. After ETS evaluation is completed, the instructor would like to use PLATO with all her sections but reduce the number of lessons used.

Instructors should preview PLATO lessons to anticipate the students' questions and difficulties. Prior class preparation may be necessary for some more difficult lessons.

Lessons

The course required the text Chemistry Principles by Masterson and Slowinski; a second book, Chemistry Calculations by Sackhenn, was optional. After the course syllabus was prepared, PLATO lessons were chosen to fit the topics of the course. Some PLATO lessons chosen were prompted by ETS. In the future, the instructor would not use all the lessons presently included.

The PLATO lessons are generally of a high quality but the quality of individual lessons is uneven. Parts of some lessons are excellent while other sections of the same lesson are quite bad. The learning level is quite satisfactory although frequently the pedigogical approach is not that of the instructor. Greater diversification of authors is necessary to get in more viewpoints. Lessons should be written by community college instructors and programmed by professionals.

More topics could be covered than are provided for by available lessons. More lessons are needed, especially lab simulations. A good lab simulation could be developed for acid-base titration experiments.

Mechanics and Administration

The Chemistry 101 course was scheduled early and no scheduling problems arose. The Organic Chemistry class which used PLATO as a supplement was obliged to take times remaining after scheduled classes had been accommodated.

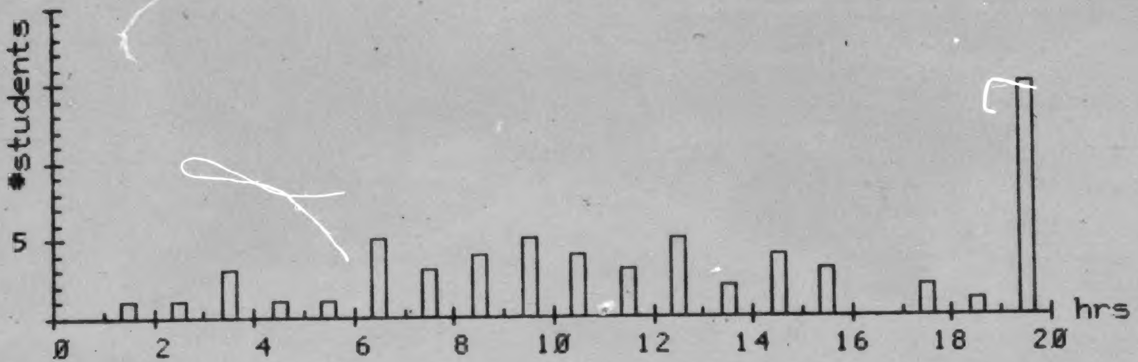
Chemistry Instructor #1 -- continued

Two down periods of ten minutes each occurred in the 101 class period. The instructor did not plan alternate work for the periods of interruption.

The instructor managed the course roster and Bob Grandey the curriculum. Although an ETS pretest was not given, she gave three topic tests and a posttest.

The instructor thinks PLATO has made a difference in her career. She is enthusiastic about PLATO and would like to develop some lessons of her own. PLATO makes the instructor work harder, for lesson development is difficult. Perhaps too few instructors are willing to make the effort to participate in the development of new materials.

Principles of Chemistry



Usage distribution
Totals: 63 students, 787 hours. Average: 12.5

ID NUMBER Chemistry Instructor #2

COURSE INFORMATION

Name	Principles of Chemistry
*Enrollment	20/23
Schedule	during classtime; outside of class, terminals reserved; outside of class, terminals not reserved
PLATO Use	replace classroom instruction and/or lab, review and practice, supplement homework, replace homework
Roster	self
Curriculum	self, fellow instructor
Lesson Source	course catalog
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	not at present

INSTRUCTOR INFORMATION

First PLATO Contact	U of I staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 73 - Fall 75
Source of PLATO Training	fellow instructor
Years Teaching	6
Years at this College	3 1/2
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Chemistry Instructor #2

General

Since not all students respond equally well to the same kind of instruction, one task of teaching is to tailor material to a mixed audience. This may result in multiple teaching methods in the same classroom. Although its effectiveness depends upon the attitudes of the student, PLATO is an important parallel medium of instruction that provides a means of reaching and retaining students who would otherwise be lost -- through indifference or incapacity. It is not, in itself, a replacement for classroom lecture, discussion, and laboratory work, but it is better than audio-visuals, workbooks, programmed instruction, or drill in class.

PLATO is most useful for students who do not require social closeness or express themselves in gestures, who respond well to written communication, are interested in the "aesthetics" of the material, are committed to the subject matter of the course, and are task oriented. PLATO is not as effective for students without these characteristics.

PLATO provides a change in the form of instruction that relieves tension and boredom. Moreover, PLATO's capacity for animation and individual response helps retain students' interest. PLATO offers infinite review with infinite patience.

Lack of clarity of questions or statements in the lessons can be frustrating, as can PLATO's inability to accept alternate correct answers or mistyped answers unless specifically provided for in the program.

Finally, PLATO opens possibilities for research in instruction that may ultimately produce better teachers.

Use

PLATO was used both to replace class time and lectures and to supplement classroom work. PLATO was occasionally used to introduce a lab session. PLATO was not used, and should not be used, to wholly replace traditional chemistry instruction.

Lessons

The course required the text Chemistry Principles by Masterson and Slowinski; a second book, Chemistry Calculations by Sackhein, was optional. Laboratory assignments were designed by the instructor.

Problem solving lessons are more easily adapted to PLATO than are theoretical lessons, although some attempts have been made to reduce the difficulties of presenting theory, especially by Bob Grandey. Grandey's lessons are generally of high quality. They have the benefit of extensive use and refinement. The availability of the author to other instructors and users has resulted in better and quicker modification of lessons. The instructor has written no lessons himself and uses Grandey's lessons whenever possible. He previews lessons by other authors to see if they agree with his teaching style and if the level fits his class. He has found that, generally, lessons written in Chicago aim at a less experienced audience.

Mechanics and Administration

The instructor managed his own curriculum and roster. He had no trouble with scheduling PLATO time because he made his request early. Bob Grandey, the author of the lessons used by the instructor, has provided great help, and has been an invaluable source of information about PLATO and the lesson content.

Teaching both PLATO and non-PLATO sections is difficult because of the difference in coverage between the text and PLATO lessons. The instructor took part in the ETS survey; he gave a pretest, four topical tests, a posttest, and an attitude survey.

The instructor has used PLATO data in his own research into differences among learning styles.

Recommendations

The use of PLATO in chemistry classes should be continued and expanded to include pre-lab work, lab reports, and quizzes. Good instructors who are competent to design PLATO lessons (e.g., Grandey) should be given release time to develop lessons. Lessons should be developed as quickly as possible from subject matter, revised by the staff, and given to a small number of students to test.

Students should be free to use lab lessons at their own convenience.

Existing lessons could be improved by adding more reinforcing and personal responses, and by reprogramming to allow for more alternate correct answers and answers with predictable typing errors. Finally, several lessons covering the same material but designed for different audiences, could be developed from a common subject matter.

Principles of Chemistry

Accumulated use. See Chemistry Instructor #1 for usage distribution data.

ID NUMBER Chemistry Instructor #3

COURSE INFORMATION

Name	Principles of Chemistry
*Enrollment	12/25
Schedule	during class; outside of class, terminals reserved; outside of class, terminals not reserved
PLATO Use	replace class and/or lab, review and practice, supplement homework, replace homework
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	1
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	U of I staff
U of I Extension Course	none
PLATO Lessons Designed	5+
PLATO Lessons Programmed	5+
Release Time	1/2 time since Fall 72, summers full release
Prior PLATO Use	Fall 73 - Fall 75
Source of PLATO Training	self, U of I staff
Years Teaching	10
Years at this College	5
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Chemistry Instructor #3

General

PLATO provides an alternate medium of instruction that most students seem to like, and may reach students who do not respond well to traditional teaching. Some students learn faster on PLATO and "get straightened out" faster and more easily when they run into trouble, but there is no evidence that level of performance is altered. Good students remain good students and poor students remain poor ones. Moreover, there is no evidence that PLATO instruction is retained longer than that provided by other means.

PLATO holds students' attention more effectively (students generally do not fall asleep in front of a PLATO terminal as they occasionally do in class, although one such anecdote is reported from Chicago). Its answer-judging capacity and animation make it better than workbooks or audio-visual instruction. It is a better medium for drill, since it obliges each student to attempt to answer all the questions and avoids the pitfall of classroom drill in which a few capable students carry the burden of response and discussion. By assuming the work of drill, PLATO frees the instructor for individual attention to problems which PLATO cannot address.

High cost of terminals make PLATO a relatively expensive medium. It can not replace lectures and demonstrations, and it can not answer unexpected questions. Cost of use makes it impractical at present to use as a replacement for a textbook.

Use

PLATO was used as an integral part of the course to replace one to two hours per week of classroom time. Another one to two hours were spent in class and three hours were given to labs.

At present all chemistry students who ask are given access to PLATO, at least as a supplementary tool, but the use of PLATO at this college after the expiration of NSF funding is currently undecided. If PLATO is to be treated as a supplementary resource, somewhat like a library, means will have to be found for paying for it. It is not clear that this could be done by charging students a usage fee, for it is this college's practice to grant course credit for any instruction for which a fee is charged. This, in turn, creates two problems. First, must a fee be charged to all students who use PLATO, whether or not they are enrolled in a course requiring PLATO? Second, if any student uses PLATO lessons for courses in which he is not enrolled, and a fee is charged, should he be given credit? Several possible solutions exist, but none has so far been selected.

PLATO may be increasingly useful as a data collecting instrument for research, and is being explored as an administrative tool for registration, grade records keeping, and curriculum management.

Chemistry Instructor #3 -- continued

Lessons

The course required the text Chemistry Principles by Masterson and Slowinski; a second book, Chemistry Calculations by Sackhenn, was optional. Laboratory assignments were designed by the instructor.

The greatest problem in the available lessons -- 70 - 80 for freshman chemistry and approximately 30 for organic chemistry -- is not the diversity or lack of comprehensive organization, but uneven quality. Frequently conflicting arbitrary directions and requirements complicate the student's task and frustrate him. For example, some lessons require that answers be given in "units," but some companion lessons were indifferent to the use of the term, and still others refused to accept it as part of the answer. Moreover, a good lesson should have powerful answer judging capacity and be able to tell the student what he has done wrong. The instructor has written 15 - 20 polished lessons which work well in class. He used these, as well as some other lessons that fit his course, including some written by Stan Smith, Ruth Chabay, and Jim Ghesquiere. He has rejected several lessons including some of his own needing revision, which improperly combine subtopics, emphasize matter which he considers less important, or differ in philosophy or pedagogy.

Generally, those lessons which exploit PLATO's capability for graphics and animation work best. The use of the lesson depends upon its nature. Some lessons are self-explanatory, but others, including lab simulations, need some preparation in class. All lessons should be reviewed after use to identify students' problems.

New lessons should not be made available without peer review, although the review should not include possible prohibition of the use of any lessons. Since new instructors find it difficult to evaluate a lesson from the catalog description, it is useful to have greater information about lessons but it would be offensive to the author's prerogative and practically undesirable to prohibit the release of lessons that are not uniformly satisfactory to all the faculty.

Mechanics and Administration

The instructor managed his own curriculum and roster.

No serious mechanical problems were encountered, except for failure of the slide projectors, which are virtually worthless. Microwave service and terminal repair are both excellent. The occasional system crashes of the past are becoming less frequent.

Scheduling has become more difficult because of the addition of auto mechanics and electronics departments as users. Since most classes meet between 9:00 a.m. and 1:00 p.m. loads are heaviest during those hours. Some ECS overload problems have been created by students who use PLATO on an unscheduled basis, or at times other than those for which they have been scheduled.

Chemistry Instructor #3 -- continued

The instructor was unenthusiastic about the cooperation he received from ETS, although problems were fewer this term than before. He gave the ETS pretest, three topical tests, and a posttest.

Principles of Chemistry

Accumulated use. See Chemistry Instructor #1 for usage distribution data.

ID NUMBER Chemistry Instructor #4

COURSE INFORMATION

Name	Introduction to General Chemistry - 1
*Enrollment	35/20
Schedule	during classtime
PLATO Use	review and practice, supplement homework
Roster	site coordinator
Curriculum	self
Lesson Source	course catalog, fellow instructor
Lesson Preview	no
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	0%
Sessions Affected by Failure	1
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 75
Source of PLATO Training	fellow instructor
Years Teaching	18
Years at this College	18
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Chemistry Instructor #4

General

PLATO appears to have had a good effect on all students. It has held their interest and lowered attrition. Sharper students covered more material but, otherwise, there has been no difference between ability groups on PLATO. PLATO helps all understand the material and therefore they like class better. PLATO has three main advantages: it can help the student face and solve problems he has encountered; it can present material in concise form; and it can arrange topics progressively so that review is made easy. Moreover, if the student encounters problems, the instructor is there to provide an answer. Its disadvantages are that a complete failure renders it completely useless, and that a student can not locate a topic without assistance.

PLATO is better than a workbook, text, or tutors. It is equal to audio-visual aids but not as successful as remaining media.

Use and Lessons

PLATO was used during classtime to replace classroom instruction, for review and practice, and to supplement homework. It could also be used for extra credit. In the future, the instructor would like to see it more readily available for casual use.

Materials for the course included Seese and Daub's Basic Chemistry, the department lab experiments, and some films. PLATO lessons were selected to fit the topics of the syllabus. PLATO lessons were suggested by PLATO staff at the college and by fellow instructors.

The best topics are formulas, chemical equations, atomic and molecular weights, and percent compositions. The best lessons available are those on acids, bases, and salts, lessons which give the student a chance to review reactions. Most available lessons fit the syllabus well. The learning level of most lessons was appropriate. Although some seem to be too difficult, the problem seems to be inherent in the subject matter, not in the programming of the lesson.

In the future, the lessons should be designed to provide the best possible motivation for students. New lessons on the pollution of sea water should be added. New and existing lessons should not do too much for the student; lessons should encourage students to take notes and force the students to do the equations themselves.

Mechanics and Administration

One total failure of the system occurred during this semester and when that occurred the class went to the laboratory for experiments. Scheduling was a problem in so far as the instructor wanted another hour during laboratory period which was not available, nor was it possible to schedule time for casual use.

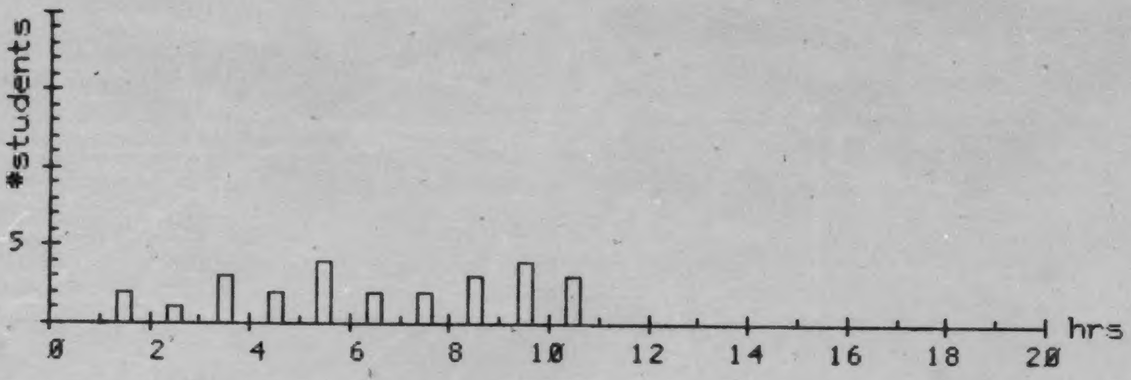
Chemistry Instructor #4 -- continued

Laboratory assistants managed the course roster and provided general assistance with PLATO.

ETS tests were given and the results of the pretest were quite unsatisfactory, indicating poor background preparation among students.

PLATO can give a teacher more time to spend with students, although it has not so far affected this instructor's classroom method. He considers that it has made his job more effective and given him a tool he would not dispense with.

Introduction to General Chemistry - 1



Usage distribution
Totals: 26 students, 157 hours. Average: 6.0

ID NUMBER Chemistry Instructor #5

COURSE INFORMATION

Name	Introduction to General Chemistry - 1
*Enrollment	33/22
Schedule	during classtime
PLATO Use	review and practice, supplement homework
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	U of I staff
U of I Extension Course	Spring 73, Videbeck, users; Fall 74, Jordan, intro
PLATO Lessons Designed	2
PLATO Lessons Programmed	0
Release Time	Summer 74, Summer 75
Prior PLATO Use	Fall 74 - Fall 75
Source of PLATO Training	credit course, U of I staff
Years Teaching	8
Years at this College	8
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Chemistry Instructor #5

General

It is hard to evaluate the effect of PLATO on achievement because lessons are so problem-ridden. Many are too long and complicated. In this class the problem is made worse by the fact that approximately half the students are not really capable of doing the work. PLATO has taken away time from lectures, as has the required testing. Brighter students seem to enjoy PLATO more and poorer ones are confused by it. The instructor suggests that the best source of information on attitude is the students themselves. PLATO's chief advantage is that it demands student participation. Its greatest disadvantage is that it takes a good deal of time and sometimes the lessons fail for mechanical or programming reasons.

PLATO is better than a workbook, homework, drill, or programmed learning; it is not as satisfactory as remaining media or forms of instruction with the exception of audio-visuals with which it is difficult to rank.

Use and Lessons

PLATO was used during classtime for review and practice and to supplement homework. In the future, the instructor would like to increase out-of-class usage and decrease in-class use.

Texts for the course were Seese and Daub's Basic Chemistry and the departmental lab manual. PLATO lessons were reviewed the previous summer and were selected to match the course materials. In the future, short lessons which offer adequate help will be chosen.

The instructor felt that many topics fit PLATO although none were specifically named. Especially good lessons were those on the metric system, scientific notation, mole concepts, and gas laws. Those lessons were well stated in well arranged steps. Some twenty-four lessons fit the instructor's syllabus well. No lessons were too easy, although the lessons on nomenclature, chemistry calculations, and atomic structure were too difficult because they were too long and required too much typing. Lessons that involve mathematical operations are best suited to the unique capabilities of PLATO.

In the future, lessons should be designed according to needs. Good authors should be identified and be encouraged to write new lessons. Additionally, new lessons should be shorter and teach basic concepts; especially useful would be a new lesson in nomenclature. Present lessons are too arbitrary and idiosyncratic in answer judging. Some standardization should be developed in the use of execute keys.

Mechanics and Administration

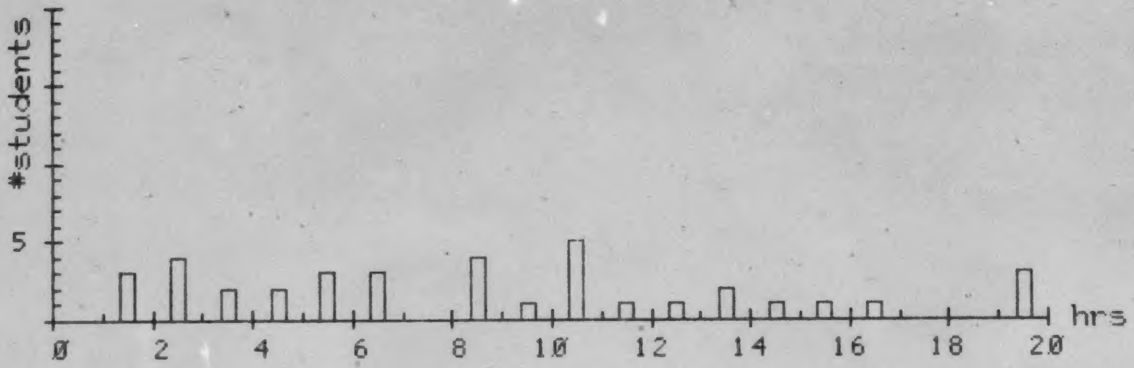
No major mechanical failures occurred during the term. In previous semesters, alternate class activities were planned for failures which occurred early in the period. No scheduling problems arose. The instructor managed her own class roster. She has taken two University of Illinois extension courses in PLATO and has had early PLATO instruction from Jim Ghesquiere.

Chemistry Instructor #5 -- continued

ETS pretests and posttests were given but the instructor does not plan to use them in the future. There is not enough time in Chemistry 121 to administer them and the quality of the tests is poor.

Ideally, PLATO should take the drudgery out of teaching but only if it is working properly. It does create extra work for the teacher but it may be a valuable asset for professional advancement.

Introduction to General Chemistry - 1



Usage distribution
Totals: 37 students, 324 hours. Average: 8.8

ID NUMBER Chemistry Instructor #6

COURSE INFORMATION

Name	Introduction to General Chemistry - 1
*Enrollment	29/20
Schedule	during class
PLATO Use	replace class instruction and/or lab, review and practice
Roster	self
Curriculum	self
Lesson Source	course catalog, fellow instructor
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	less than sufficient
Quality of Lessons	high
% Lessons Previewed	70% completely; 100% partially
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	Spring 75, Jordan, intro; Spring 75, Jordan, advanced
PLATO Lessons Designed	1
PLATO Lessons Programmed	1
Release Time	none
Prior PLATO Use	Spring 75, Fall 75
Source of PLATO Training	self, site coordinator, credit courses, U of I staff, fellow instructor
Years Teaching	10
Years at this College	7
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Chemistry Instructor #6

General

PLATO is a useful tool that serves some students better than others. Students like PLATO and those who have difficulty with traditional instruction seem to like it best. It is like a tutor. Students of average abilities also seem to like it, although the best student was exempted from use of PLATO because, for him, PLATO was not as fast as reading the material from a text. PLATO's interaction provides a kind of tutoring that forces students to assimilate skills in a series of learning steps. Its chief disadvantage is that it is a slow medium. In all, PLATO is better than audio-visual aids, drill, and class discussion; its comparison to workbook or text is uncertain. PLATO is not as good as other media which were suggested for comparison.

Use and Lessons

PLATO was used during classtime as a substitute for some classroom instruction and for review and practice. The instructor is not certain about how he might use PLATO in the future but he wants it available, at least for those who do not respond to other forms of instruction.

The primary instruction materials were the teacher's own lecture notes. Supplementary PLATO lessons were chosen from either the PLATO course catalog or the hard-copy index, or were recommended by fellow instructors or University of Illinois staff members. Lessons were selected which were pertinent to the teaching intent of the instructor and which led to the skills being taught.

Topics which can be organized in terms of steps, especially drill and mathematics calculations, suit PLATO. Especially good lessons were those on scientific notation, on the metric system, and on atomic structure. Available lessons differ in utility. The instructor quite candidly recognized that some of his own lessons were too difficult for his classes.

In the future, it should be made easier for teachers to scan the available lessons and to review them. New lessons on linear equations should be designed and both new and old lessons should be designed so that students who encounter no difficulty should be able to skip easy, unchallenging, or repetitious material.

Mechanics and Administration

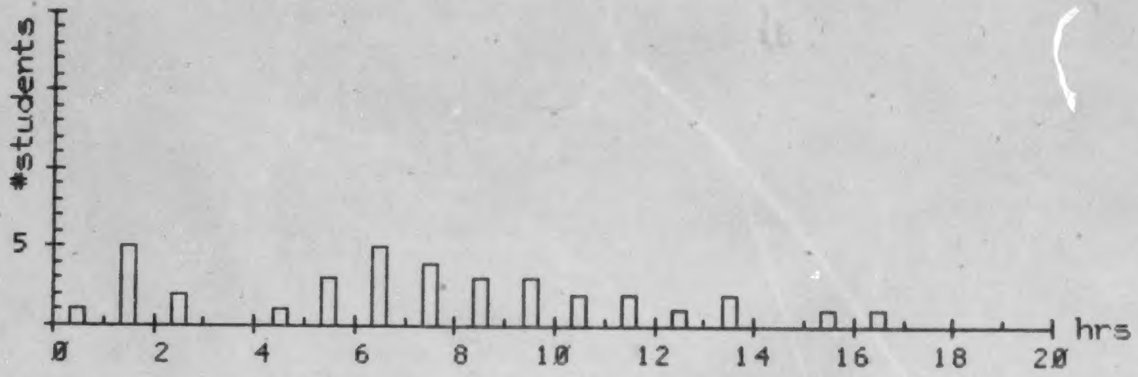
Virtually no mechanical problems occurred during the term and scheduling has been adequate. The instructor managed his own course roster with the help of laboratory aides when classes were large. The instructor has taken University of Illinois extension courses and has had the assistance of Richard Neapolitan, Jane Guagliardo, and laboratory aides in the use of PLATO.

ETS tests, which the instructor sees as screening devices, were given.

Chemistry Instructor #6 -- continued

PLATO should be available for those who want to use it but it will not revolutionize teaching. In the future, the instructor plans to be more selective in what goes into his index of lessons; he plans to weed out the poor or inappropriate programs. So far, he sees no impact of PLATO on his career.

Introduction to General Chemistry - 1



Usage distribution
Totals: 36 students, 248 hours. Average: 6.9

ID NUMBER Chemistry Instructor #7

COURSE INFORMATION

Name	Introduction to General Chemistry - 1
*Enrollment	35/16
Schedule	outside of class, terminals reserved
PLATO Use	review and practice, supplement homework
Roster	site coordinator
Curriculum	self
Lesson Source	course catalog, college PLATO staff
Lesson Preview	no
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	0%
Sessions Affected by Failure	1
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	1
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Summer 74, Fall 74, Fall 75
Source of PLATO Training	site coordinator, asst site coordinator, U of I staff
Years Teaching	12
Years at this College	4
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Chemistry Instructor #7

General

PLATO has had no discernible influence on student achievement, perhaps because students do not use it enough. Better students accomplish PLATO lessons faster; students slow in class are equally slow on PLATO. However students apparently do like PLATO, and they do use it on a voluntary basis; sharper students appear to like it more. Even though PLATO may not alter the achievement patterns within the class, it is still a medium with tremendous intellectual appeal and appears to have some measurable effect; students seem to be learning since their speed through the lessons increases. Outside of its occasional mechanical and programming unreliability, PLATO has no real disadvantages.

The instructor views PLATO as better than homework or drill. He thinks it less adequate than lab, discussion, lecture, or a text. It is similar in effectiveness to other instructional media.

Use and Lessons

PLATO terminals were reserved for chemistry students outside scheduled classtime and the lessons used were for review and practice and to supplement homework. The instructor contemplates no change in his use but would like to see a hard copy of chemistry lessons on the system. He would also like to tie PLATO in with the Responder system at Malcolm X and to use PLATO for testing, not merely for drill.

The text for the course was Heine's Introduction to Chemistry Laboratory. Appropriate PLATO lessons were selected from the on-line index with the assistance of Mits Yamada. Lessons were selected to fit student needs and the course syllabus.

The topics best for PLATO are the metric system, measurement, nomenclature, and some mathematics materials. The instructor especially identified Nomenclature and Periodic Table, lessons by Mits Yamada, as particularly good. Nomenclature is excellent because it is exceptionally lucid and is programmed to let the student run easily through the lesson. The topics and lessons named, as well as the introductory lesson, best fit the instructor's syllabus. No lesson was too difficult although some students lacked background and some students may have had difficulty adjusting to the different writing styles of the several authors.

In the future, the instructor would like to see lessons first developed on paper, before they are programmed, and designed to lend themselves to effective testing. They then should be programmed and tied in with the Malcolm X Responder system. Additional lessons, especially game lessons, in quantitative analysis and organic chemistry geared for the community college student should be developed. Also useful would be lessons on instruction in the use of Marchant and Frieden calculators. Present and future lessons should be edited more thoroughly by their authors to catch all mistakes and spelling errors and to expand the use of HELP, DATA, and LAB keys to provide more options to take students out of difficulties.

Chemistry Instructor #7 -- continued

Mechanics and Administration

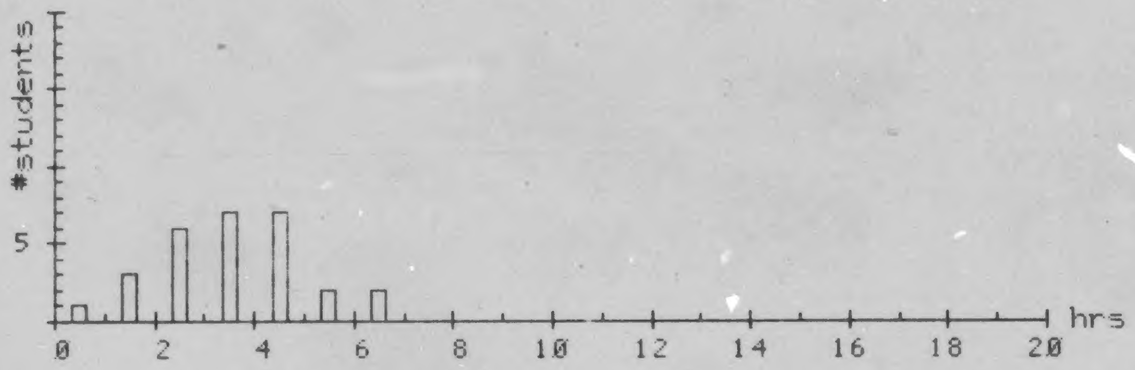
Only one PLATO session was affected by mechanical problems; the only scheduling difficulty seemed to be that students did not fully use the time set aside for them.

The instructor managed his own roster, although Joan Sweany and Mits Yamada entered students from time to time, a procedure made necessary by the fact that PLATO was not being used during scheduled classtime. Yamada and Sweany, as well as other faculty, also helped with the use of PLATO.

ETS tests were not given, although the instructor would like to use them in the future.

The instructor sees PLATO as an important aid of great and expanding potential but one which will not replace teachers. It has provided him with experience in other media and he would like to design a fourth year high school curriculum in the form of a router for self-study in chemistry.

Introduction to General Chemistry - 1



Usage distribution
Totals: 28 students, 86 hours. Average: 3.1

ID NUMBER Chemistry Instructor #8

COURSE INFORMATION

Name	Introduction to General Chemistry - 1
*Enrollment	40/24
Schedule	during class; outside of class, terminals not reserved
PLATO Use	review and practice, supplement homework, extra credit
Roster	site coordinator
Curriculum	self, site coordinator
Lesson Source	course catalog
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient, but weak in spots
Quality of Lessons	high
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	1
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	Spring 75
Prior PLATO Use	Summer 74 - Fall 75
Source of PLATO Training	site coordinator
Years Teaching	6
Years at this College	4
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Chemistry Instructor #8

General

PLATO has apparently had at least some measurable effect on a few students. One "D" student was able to improve to the "C" level; moreover, the distribution of grades in non-PLATO classes is more normal. Fewer "F"s have been recorded in the PLATO classes; whether or not this is due to the influence of PLATO exclusively is uncertain. Capable students seem to like PLATO more, although a few students cut class rather than use PLATO.

PLATO's great advantage is that it provides individual attention. Its greatest drawback is that it does not always respond to errors. PLATO is not as satisfactory as a text, a lecture, or a laboratory. It is better than any other alternate form of instruction or aid.

Use and Lessons

PLATO was used in this chemistry course during classtime and outside of class with no reservation of terminals to provide review and practice, to supplement homework, and to gain extra credit. In the future, the instructor would like to have PLATO available for more casual use, and to limit use during class to one hour a week.

The text for the course was Hyatt's Foundations of College Chemistry. All the available chemistry lessons were reviewed by the instructor and appropriate materials selected according to the class level and the topics to be covered.

Many topics fit PLATO, and the instructor did not identify those which were best; no especially good lessons were identified. Although there is not much animation in the chemistry material, most of the lessons effectively utilize PLATO's special characteristics. Many of the available lessons fit the course syllabus well. Learning level seemed appropriate, although the instructor feels that the lessons on molarity may be too difficult.

Development of materials by committee seems rather clumsy. In the future, perhaps lessons ought to be first developed and then reviewed. More lessons need to be developed to help the student learn to think. Especially useful would be more lessons correlating electronic structure to the periodic table. A better nomenclature lesson should be designed.

Mechanics and Administration

No severe mechanical problems occurred during this semester and, because the instructor selected an afternoon class specifically because of PLATO was less used then, there were no scheduling problems.

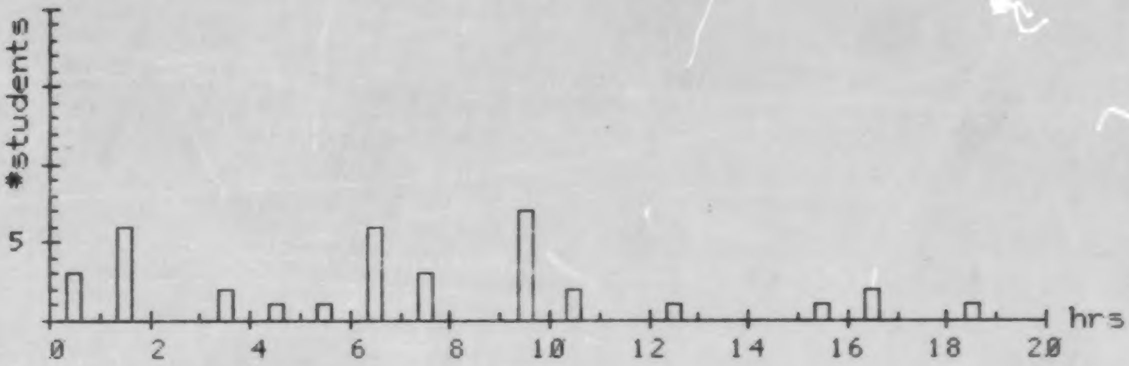
Mits Yamada and Joan Sweany managed the class roster and Gary Peltz provided assistance in the use of PLATO.

Chemistry Instructor #8 -- continued

ETS tests were given; they seem to be improving over previous years.

PLATO is a different medium which has made the instructor's career a bit more exciting. It can eliminate the drudgery of exercise in class and has the potential of introducing new discussion material into the classroom.

Introduction to General Chemistry - 1



Usage distribution
Totals: 36 students, 238 hours. Average: 6.6

ID NUMBER   Chemistry Instructor #9

COURSE INFORMATION

Name	Introduction to General Chemistry - 1
*Enrollment	30/20
Schedule	during class; outside of class, terminals reserved; outside of class, terminals not reserved
PLATO Use	review and practice, supplement homework
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	1
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

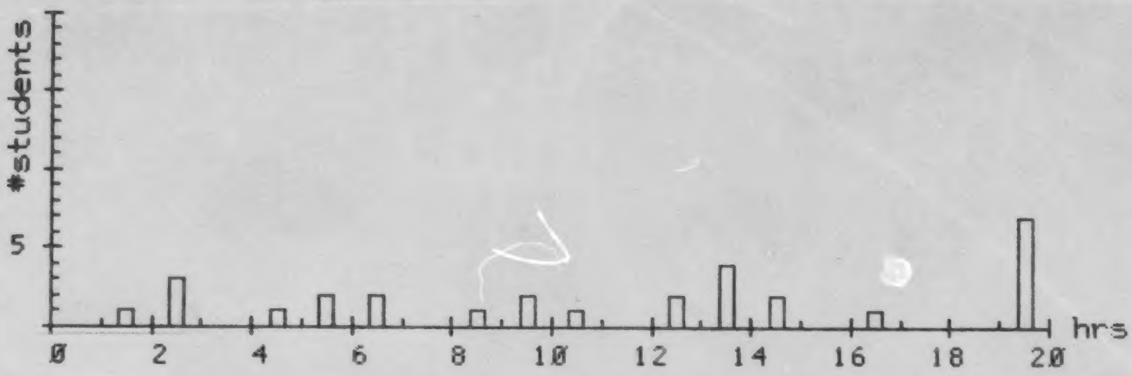
First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	4
PLATO Lessons Programmed	0
Release Time	Spring 75
Prior PLATO Use	Spring 74 - Fall 75
Source of PLATO Training	self, site coordinator, asst site coordinator, U of I staff
Years Teaching	10
Years at this College	4
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Chemistry Instructor #9

No interview conducted.

Introduction to General Chemistry - 1



Usage distribution
Totals: 29 students, 342 hours. Average: 11.8

ID NUMBER Chemistry Instructor #10

COURSE INFORMATION

Name	Introduction to General Chemistry - 1
*Enrollment	40/28
Schedule	during classtime
PLATO Use	review and practice
Roster	self, site coordinator
Curriculum	self
Lesson Source	course catalog
Lesson Preview	some
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	less than sufficient
Quality of Lessons	low
% Lessons Previewed (approx.)	75%
Sessions Affected by Failure	1 (interrupted)
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

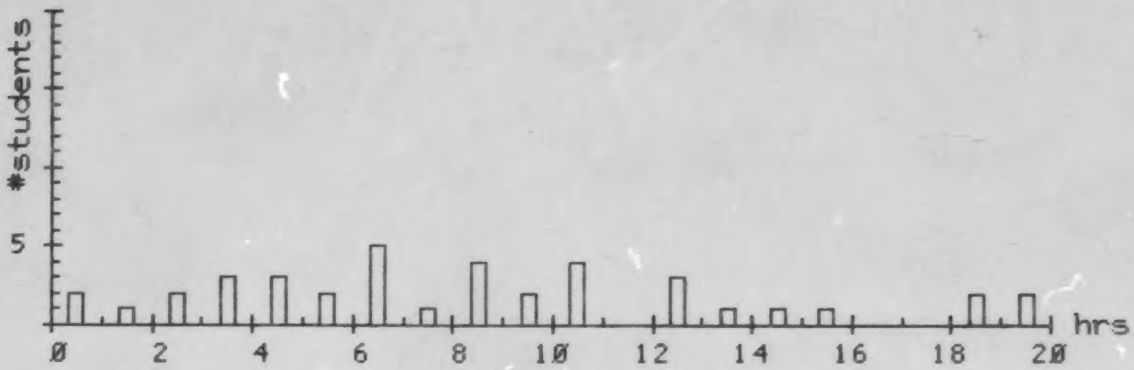
First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 73 - Fall 75
Source of PLATO Training	self
Years Teaching	4
Years at this College	4
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Chemistry Instructor #10

No interview conducted.

Introduction to General Chemistry - 1



Usage distribution
Totals: 39 students, 318 hours. Average: 8.2

ID NUMBER Chemistry Instructor #11

COURSE INFORMATION

Name	Introduction to General Chemistry - 1
*Enrollment	32/16
Schedule	during class; outside of class, terminals not reserved
PLATO Use	review and practice, supplement homework
Roster	self
Curriculum	self
Lesson Source	fellow instructor
Lesson Preview	no
ETS	attitude survey

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	0%
Sessions Affected by Failure	1
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 74 - Fall 75
Source of PLATO Training	self
Years Teaching	14
Years at this College	8
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Chemistry Instructor #11

General

According to this instructor, the influence of PLATO is hard to evaluate but she assumed it must be doing some good and continues to use it. Most students seem to like PLATO and there appears to be no correlation between attitude toward it and learning ability. Good students move faster on PLATO but poorer students encounter more questions.

PLATO's great strength is that it requires every student to participate; its repetition and individual encouragement provide a good form of drill. Finally, it frees the teacher to work with small groups of students while others are occupied on PLATO. Poor lessons antagonize students and produce poor results. Incorrect answers must be anticipated and planned for in the lesson and provision must be made for alternate correct answers. Of all the alternative media, PLATO is better than only programmed learning and, possibly, workbooks.

Use and Lessons

PLATO was used to replace classtime less than two hours every three weeks. It was also made available to students for review and practice on their own time on an unscheduled basis. The lessons chosen were selected to supplement classroom materials rather than to replace them. No change is planned in the future use of PLATO.

The basic materials for the course were a text by Seese and Daub, a lab manual, and Chemical Calculations Series B by Sackheim. PLATO lessons were selected from a printed index and from Ms. Benca's supplement and were reviewed prior to use by the class.

Limited concrete topics such as gas laws suit PLATO best, and Benca's lesson on gas laws is a particularly good example of an effective lesson; it makes good use of PLATO's visual capabilities and its learning level fits the students well.

All the available lessons were helpful although the lesson Nuclear Structure was confusing. New lessons should be developed on the relationship of atomic structure to the periodic table and on the use of the slide rule. In the future, special attention should be paid to learning level and audience. In this instructor's opinion, there is no such thing as a lesson that is too simply presented. Existing lessons could be improved by the addition of alternate correct answers and cues which tell the student the source of his error.

Mechanics and Administration

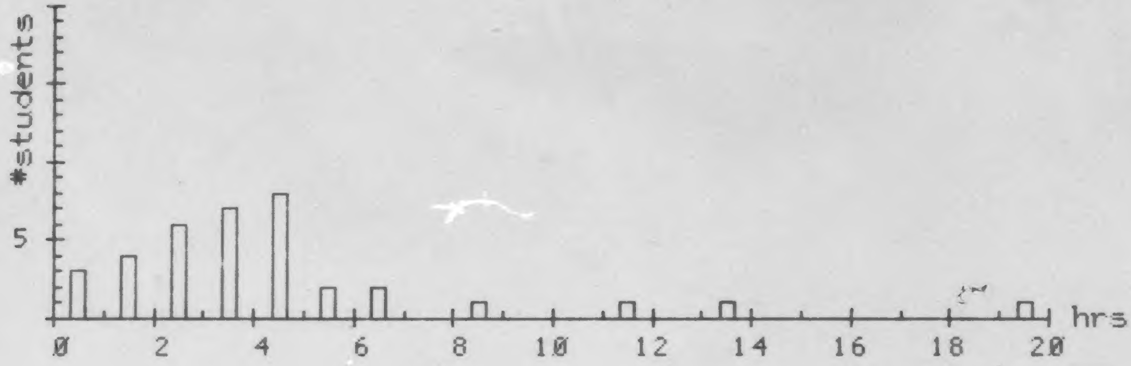
Fewer mechanical problems occurred this semester than last although there was some difficulty scheduling a convenient hour for the course. The instructor managed her own roster and curriculum and was assisted in the management of the course by Errol Magidson. ETS posttests and student

Chemistry Instructor #11 -- continued

questionnaires were administered. So far PLATO has made no significant impact on this instructor's career.

If full and effective commitment is to be made to PLATO, then release time will have to be granted to instructors to prepare and review materials. Otherwise, the considerable resources of time and energy that are necessary to master PLATO and make it an effective tool may preclude extensive use by instructors.

Introduction to General Chemistry - 1



Usage distribution
Totals: 36 students, 143 hours. Average: 4.0

ID NUMBER Chemistry Instructor #12

COURSE INFORMATION

Name	Introduction to General Chemistry - 1
*Enrollment	25/20
Schedule	during class; outside of class, terminals not reserved
PLATO Use	review and practice, supplement homework, extra credit
Roster	asst site coordinator
Curriculum	self, asst site coordinator
Lesson Source	course catalog
Lesson Preview	some
ETS	pretests, attitude surveys

COURSE EVALUATION

Level of Lessons	no response
Quantity of Lessons	sufficient
Quality of Lessons	no response
% Lessons Previewed (approx.)	25%
Sessions Affected by Failure	2
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 74 - Fall 75
Source of PLATO Training	site coordinator, asst site coordinator
Years Teaching	4
Years at this College	3
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Chemistry Instructor #12

General

Overall, no evaluation can be made of the effect of PLATO on achievement. PLATO may make no difference irrespective of the ability of the student. While some students like PLATO, an equal number do not. There seems to be no relationship between attitude toward PLATO and ability. PLATO can do the arithmetic calculations for students which may permit them to concentrate more on the principles of chemistry. On the other hand students demonstrate they can perform on PLATO but can not apply the principles they learn to other work. On the whole, of the suggested instruction activities, PLATO is better than only class drill. It is not as satisfactory as a workbook, text, lecture, or class discussion. It really can not be compared to other media.

Use and Lessons

PLATO was used to replace in-class time for drill and as an additional aid which students could use at their convenience. PLATO seems to consume an inordinate amount of time to accomplish work that might be done more simply in class by more traditional methods and its use will probably be reduced to less than one class hour per week in the future. It may also be used as a class supplement for individual study, especially for the able students who are looking for additional material.

The basic materials for the course were Basic Chemistry by Seese and Daub, the workbook by Sackheim, and audio-visual materials. Appropriate PLATO lessons were chosen by the instructor from the on-line catalog.

Problem solving topics best suit PLATO. For her class, the best lessons were thosen written by the Kennedy-King faculty; those written by the University of Illinois staff are less satisfactory. Lessons on gas laws and the metric system best fit the instructor's syllabus. While no individual lesson can be named, some lessons are more difficult than is desirable.

Quantity of lessons is more than adequate but quality needs improvement. Obvious errors in lessons should be caught, especially by the authors. Ideally, the instructor, or someone else familiar with the course syllabus, should write the lessons.

Mechanics and Administration

Too many mechanical problems, especially terminal failure, occurred, resulting in insufficient terminals to serve the class. Moreover, two-hour classes are difficult to schedule on PLATO; frequently terminal time for the second hour will not be available.

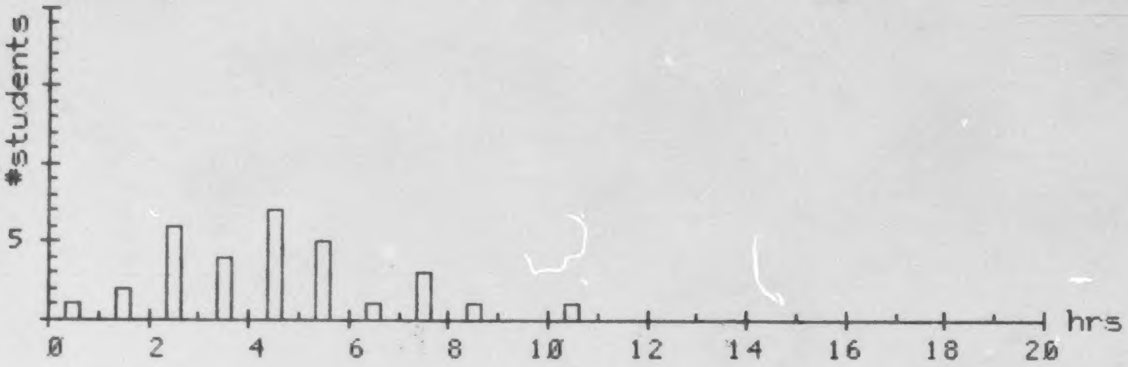
Laboratory aides maintained the roster and provided assistance in the administration of the course; Errol Magidson also provided assistance.

ETS attitude surveys and some posttests were given.

Chemistry Instructor #12 -- continued

The instructor estimates that PLATO will have little impact on the teaching career; it has not affected her classroom teaching so far. Technical problems and the considerable time needed to prepare and program lessons may compromise its use.

Introduction to General Chemistry - 1



Usage distribution
Totals: 31 students, 124 hours. Average: 4.0

ID NUMBER Chemistry Instructor #13

COURSE INFORMATION

Name	Introduction to General Chemistry - 1
*Enrollment	23/18
Schedule	during class; outside of class, terminals not reserved
PLATO Use	replace class instruction and/or lab, review and practice
Roster	self, asst site coordinator
Curriculum	self
Lesson Source	course catalog, hard-copy index
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	very high
% Lessons Previewed	100%
Sessions Affected by Failure	2
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	U of I extension course
U of I Extension Course	Summer 72, Videbeck, intro; Fall 72, Videbeck, authors
PLATO Lessons Designed	3
PLATO Lessons Programmed	2
Release Time	Spring 73, Summer 73, Spring 74, Spring 75, Summer 75
Prior PLATO Use	Fall 73 - Fall 75 (except Summer 75)
Source of PLATO Training	self, site coordinator, fellow instructor, credit course
Years Teaching	13
Years at this College	9
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Chemistry Instructor #13

General

PLATO's effectiveness and students' attitude toward it frequently depend upon the abilities of the students. Better students log more time on PLATO but it is not clear that they are better students because they use PLATO or that they use PLATO because they are better students. PLATO is probably most effective for the "C" student, or very good students who want to cover lots of material fast. In contrast, "D" and "F" students put in a great deal of time on PLATO without improvement, although even for poor students PLATO may be of some value. One student repeating the course raised his grade to a "C," probably through the aid of PLATO. The greatest frustration with PLATO seems to be felt by those with learning difficulties.

PLATO's greatest strength is that it can focus attention on a particular topic and can individually guide and direct the study of those who have difficulty with the topic. PLATO's chief disadvantage is that it demands time that would otherwise be spent in lecture or lab.

PLATO is superior to lectures, lab, and to workbooks; it is not equal to homework or a text. It is, in different respects, both better and worse than other forms of instruction.

Use and Lessons

The class used Seese and Daub's Basic Chemistry; the text was supplemented with Sackheim's workbook and the instructor's own chemistry experiments, provided on dittos. The instructor chose lessons from the current catalog of chemistry lessons and from a hard-copy index and previewed them to determine which would be used in the course. She is most adamant that only lessons which have been previewed be used.

The topics which can be very closely structured best suit PLATO, and almost all the essential topics are now covered. Most of the available lessons are quite good, and most exploit all of PLATO's unique capabilities with the exception of animation. All of the lessons used fit the instructor's syllabus nicely. While the learning level of most lessons was satisfactory, some lessons are too long. Less material should be covered on PLATO than could be covered in the same time in a different medium. If the present lessons are lacking in any way, it is in their lack of humor and graphics; lessons should be written to make them more interesting and less dry.

Mechanics and Administration

Some mechanical failures occurred this term but they were not serious; the system was generally reliable, unlike the past where some classtime was completely lost due to system failure. Scheduling was difficult this term in so far as the instructor wanted to schedule a different class for PLATO than she was able. In the future, she would like to see it available for all students. PLATO was used both during classtime and during non-classtime on a non-scheduled basis, both to replace classroom instruction and for

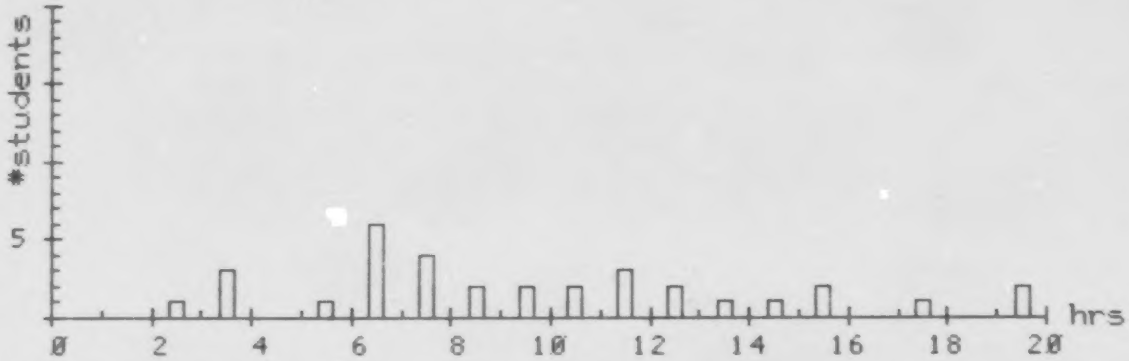
Chemistry Instructor #13 -- continued

review and practice. Sanford Rush entered the class roster and additional assistance was provided by the laboratory assistants and Errol Magidson.

PLATO has added more fun to this instructor's teaching career and it has made her more aware of the steps involved in teaching a total concept. In general, PLATO forces a teacher to improve; it can identify a teacher who plans and organizes poorly. PLATO imposes the need to organize the semester fully and adequately; it should make a teacher more conscious of how time should be spent. To use PLATO most effectively, records must be reviewed frequently to see if the students have done the lessons and how much time was spent accomplishing them.

ETS pretests, posttests, and attitude surveys were given.

Introduction to General Chemistry - 1



Usage distribution
Totals: 33 students, 309 hours. Average: 9.4

ID NUMBER Chemistry Instructor #14

COURSE INFORMATION

Name	Introduction to General Chemistry - 1
*Enrollment	30/35
Schedule	during class; outside of class, terminals reserved
PLATO Use	review and practice, supplement homework
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	pretests, posttests

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	10%
Sessions Affected by Failure	3
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	U of I staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	1
Release Time	Summer 73
Prior PLATO Use	Spring 74, Fall 74, Fall 75
Source of PLATO Training	self
Years Teaching	8
Years at this College	5
Tenure	yes

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*Term beginning/end

INTERVIEW SUMMARY -- Chemistry Instructor #14

General

PLATO is especially useful for weak students, although good students can profit by it also. The latter are enabled to work faster and farther than they would be able to otherwise. Most students seem to like PLATO and there seems to be no relation between learning ability and attitude toward PLATO. PLATO is especially useful for tutoring and has no major disadvantages. It is more effective than audio-visual aids, programmed learning, and tutors. It is equally effective as homework but worse than other suggested media and other forms of instruction.

Use and Lessons

Texts for the course were Foundations of College Chemistry by Heins and accompanying lab manual, used in the introductory course, and College Chemistry by Nebergal, used in the general chemistry course. Available PLATO lessons were reviewed and selected to match the course syllabus.

Many topics worked well on PLATO. The instructor was particularly impressed by the lessons written by Professor Smith of the chemistry department at the Urbana campus of the University of Illinois. Smith's lessons are well organized and permit the student to proceed through rapidly. Moreover, Professor Smith's lessons exploit PLATO's unique characteristics particularly well and fit the instructor's course syllabus. In general, the learning level of the available lessons is not too easy; some, although none were mentioned by name, may be too difficult.

In the future, using teachers should select the lessons which fit their courses. Authorship of lessons is less important than the quality of the programs themselves. Most important is the elimination of mechanical and programming problems which antagonize the students. Additionally, new lessons in basic mathematics for chemistry would be useful. Special attention should be paid to learning level of lessons. No lesson should be too difficult for the student audience. Moreover, lessons which require problem solving demand each student's participation.

Mechanics and Administration

No mechanical failures occurred during the term. The instructor was obliged to pick a less convenient time for his PLATO sessions than he would have preferred, 2:00 p.m. in the afternoon, a time when class was not in session. He sees, as the end to this scheduling difficulty, more terminals. He would also like to see more terminals available for casual use at unscheduled times.

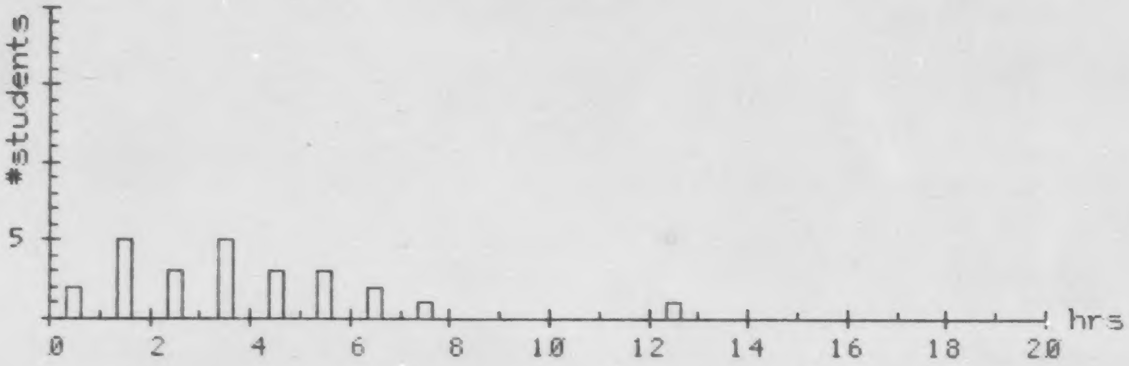
Mits Yamada provided assistance with PLATO and managed the course roster although the instructor is capable of doing so.

The course had no ETS contact.

The instructor feels that PLATO may have an addictive effect and may affect the teaching profession, although it has not, so far, affected his classroom performance or had any effect on his career.

Chemistry Instructor #14 -- continued

Introduction to General Chemistry - 1



Usage distribution
Totals: 25 students, 84 hours. Average: 3.4

ID NUMBER Chemistry Instructor #15

COURSE INFORMATION

Name	General Chemistry - 1
*Enrollment	36/19
Schedule	outside of class, terminals not reserved
PLATO Use	review and practice, replace homework
Roster	site coordinator, asst site coordinator
Curriculum	self
Lesson Source	course catalog
Lesson Preview	no
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	25%
Sessions Affected by Failure	not applicable
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

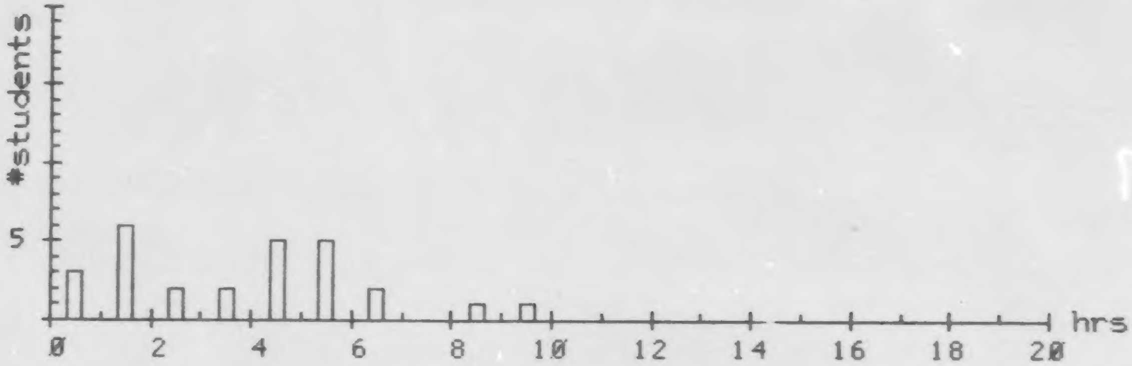
First PLATO Contact	fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 74, Fall 74, Fall 75
Source of PLATO Training	asst site coordinator, fellow instructor
Years Teaching	33
Years at this College	24
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Chemistry Instructor #15

No interview conducted.

General Chemistry - 1



Usage distribution
Totals: 27 students, 90 hours. Average: 3.3

ID NUMBER Chemistry Instructor #16

COURSE INFORMATION

Name	General Chemistry - 1
*Enrollment	41/26
Schedule	during classtime
PLATO Use	review and practice, supplement homework
Roster	self, college PLATO staff
Curriculum	self
Lesson Source	college PLATO staff, fellow instructor
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college faculty meeting
U of I Extension Course	none
PLATO Lessons Designed	2
PLATO Lessons Programmed	0
Release Time	Spring 75
Prior PLATO Use	Spring 75, Fall 75
Source of PLATO Training	fellow instructor, site coordinator
Years Teaching	4
Years at this College	4
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Chemistry Instructor #16

General

PLATO rewards those who are interested enough to use it regularly, not necessarily gifted students. Those who do use it more seem to like it more, although in this class of Chemistry 201 there was a severe attrition problem for reasons that are uncertain, but many students simply avoided the PLATO sessions. PLATO provides more practice and helps tutor the student at his own pace but when inflexible answer judging refuses to accept the correct answers students are antagonized and discouraged from finishing the lesson. In comparison with other media, PLATO is clearly better than drill in class and, perhaps, better than programmed learning. It is not as good as audio-visual instruction, homework, lecture, tutors, class discussion, and labs.

Use and Lessons

PLATO was used during classtime for review and practice and to supplement homework. While the instructor is not entirely satisfied with this use of PLATO, he is not sure how it might be better used in the future except that he would like it more readily available to be used casually by the student according to his own schedule. The text for the course was College Chemistry by Nebergal et al. Appropriate PLATO lessons were chosen from the printed catalog with the advice of PLATO lab assistants.

The topic best suited to PLATO was nomenclature; the lessons on gas laws, nomenclature, and the metric system were best because the students were given immediate positive feedback. The same lessons also best fit the instructor's syllabus. Many lessons satisfactorily employed PLATO's special capabilities and the learning level of most is satisfactory, although inflexible answer judging makes some lessons more difficult than they need be. In the future, a lesson on pH would be a useful addition, and present and future lessons ought to decrease the number of exercises and explain the theory and practice of the experiment in greater detail. The instructor would like to see the review board composed of students as well as faculty to assist authors in drawing up new lessons.

Mechanics and Administration

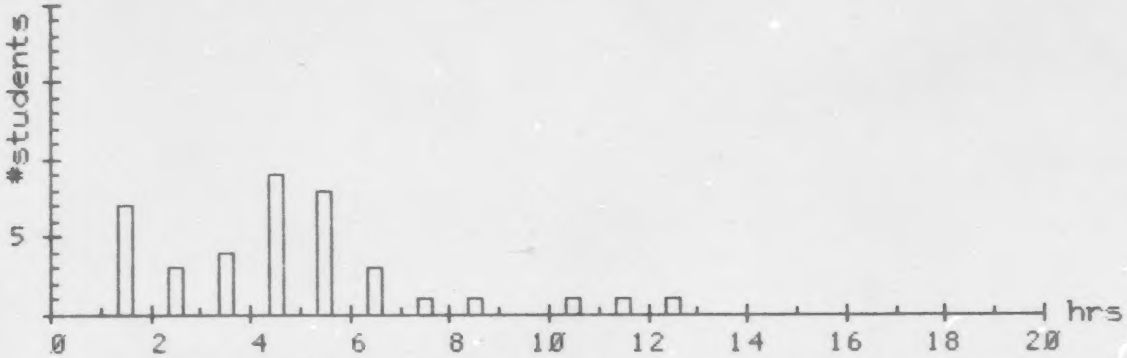
Neither mechanical nor scheduling problems occurred this term. The instructor did not manage his own course roster; students were enrolled either by Joan Sweany or Mr. Tabba. Tabba, Sweany, and Yamada helped with the use of PLATO.

ETS tests and attitude surveys were given and seemed to intimidate many students.

This instructor is no longer worried about the possibility that PLATO may replace instructors. PLATO does not succeed with all students and it can not provide total instruction for any. It is a very good classroom aid and he has obtained several teaching ideas from PLATO lessons. As an author-programmer, he has learned about other teachers' methods in his designing chemistry programs.

Chemistry Instructor #16 -- continued

General Chemistry - 1



Usage distribution
Totals: 39 students, 167 hours. Average: 4.3

ID NUMBER Chemistry Instructor #17

COURSE INFORMATION

Name	General Chemistry - 1
*Enrollment	40/23
Schedule	during class; outside of class, terminals not reserved
PLATO Use	review and practice, supplement homework
Roster	site coordinator
Curriculum	self, site coordinator
Lesson Source	course catalog, fellow instructor, U of I staff
Lesson Preview	some
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	80%
Sessions Affected by Failure	2
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	2
PLATO Lessons Programmed	0
Release Time	Spring 73, Spring 74
Prior PLATO Use	Fall 73 - Fall 75 (excluding Summer 74)
Source of PLATO Training	self, site coordinator
Years Teaching	7
Years at this College	4 1/2
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Chemistry Instructor #17

General

Students find PLATO easier than a text and more straightforward, but at least some can not apply what they learn on PLATO to other contexts, and for them the instructor must point out the relationship of the PLATO materials to the text. Good students are well motivated and like PLATO; students who rarely come to class dislike it. It is impossible to say now what effect PLATO has on achievement. PLATO can provide tutoring for those who lack background in science and mathematics, although that potential advantage is minimal for those students who do not conceive of PLATO as "real" instruction and do not appear for the PLATO sessions.

PLATO provides better instruction than workbooks, audio-visual aids, homework, or a text. It can not do the work of class drill, programmed learning, lecture, tutors, class discussion or laboratory.

Use and Lessons

PLATO was used during classtime and outside of class on an unscheduled basis for review and practice and to supplement homework. It was not used to wholly replace classroom instruction for any topic. In the future, the instructor would like to see PLATO used exclusively outside of classtime under the supervision of a competent chemistry tutor. He intends to make up his own index of PLATO lessons and incorporate it into the syllabus of the course.

The course used the text College Chemistry by Nebergal et al. and the Handbook of Chemistry by Stoich. PLATO lessons conforming to the topics of the syllabus were chosen from the on-line index.

All the topics available on PLATO help but especially useful are math skills, scientific notations, and solutions. No particularly good lessons were identified nor were lessons that employed PLATO's special characteristics well. All the chemistry lessons did fit the course syllabus. There is, however, a need for more math lessons and a continuing requirement for all lessons to be reviewed and critiqued.

Mechanics and Administration

There were some mechanical interruptions this semester but only one total failure of the system, which occurred too late in the class hour to salvage the remainder or to resume class. No scheduling problems arose. Assistance in PLATO was provided by Mits Yamada and Joan Sweany, who also managed the class roster.

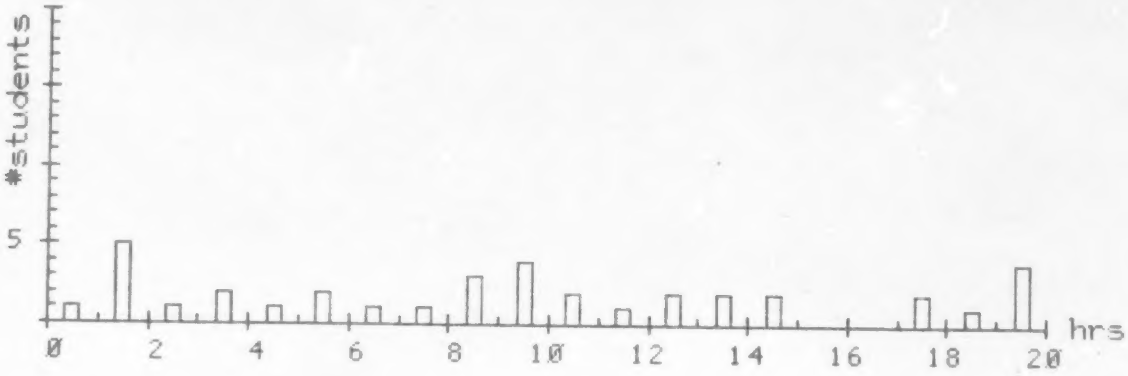
The class was given ETS pretests, posttests, and attitude surveys.

PLATO can be a good supplement to the classroom but it can not replace the teacher or the classroom forum although it may change the nature of the work that goes on in the classroom somewhat. So far PLATO has had no measurable effect on his career.

Chemistry Instructor #17 -- continued

For most effective use of PLATO, panels of teachers should develop the material according to the academic and pedagogic needs of their own students. For example, lessons prepared at the University of Illinois seem too difficult in the community college. The classroom teacher who must use the lessons best knows the requirements of his audience and his judgement can help achieve the fullest and best use of PLATO.

General Chemistry - 1



Usage distribution
Totals: 37 students, 351 hours. Average: 9.5

ID NUMBER Chemistry Instructor #18

COURSE INFORMATION

Name	General Chemistry - 1
*Enrollment	32/16
Schedule	during class; outside of class, terminals reserved
PLATO Use	review and practice, supplement homework
Roster	site coordinator, asst site coordinator
Curriculum	self, site coordinator, asst site coordinator
Lesson Source	course catalog, college PLATO staff
Lesson Preview	no
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	0
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 73 - Fall 75
Source of PLATO Training	self, site coordinator, asst site coordinator
Years Teaching	3 1/2
Years at this College	3 1/2
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Chemistry Instructor #18

General

It is impossible to say if PLATO is successful in helping all students. Some students are clearly intrigued by PLATO but some are strongly antagonized by it. There seems to be no correlation between ability and attitude toward PLATO, except among stronger students, many of whom complain it is too simple for them. PLATO can, however, break up a long lab period as a kind of diversion and it provides good interaction which requires the student to participate. It is not, however, "real life" and that impairs its effectiveness as a replacement for laboratory. PLATO provides better instruction than audio-visuals and perhaps better than programmed learning or workbooks. It is not as successful as all other forms of instruction.

Use and Lessons

PLATO was used both during classtime and outside of classtime with terminals reserved. Lessons were chosen to provide both review and practice and to supplement homework.

After the course syllabus was established, PLATO lessons were chosen from the curriculum catalog of PLATO lessons to fit the topics covered in the course. Of the lessons available, none were exceptionally suitable although most of the topics fit the syllabus satisfactorily. The lessons on gas laws used PLATO's capabilities exceptionally well, chiefly in their exploitation of graphics. Since there was such a wide range of abilities in the class, it was difficult to generalize about the learning level of the lessons although the instructor would like to see PLATO lessons more flexibly designed. Students should be able to enter and exit at will, skip from one part to the next, and return to already covered material as often as they like. Most lessons would be improved with better answer judging.

Mechanics and Administration

There were neither any total system failures nor recent mechanical problems; the instructor reported no scheduling problems.

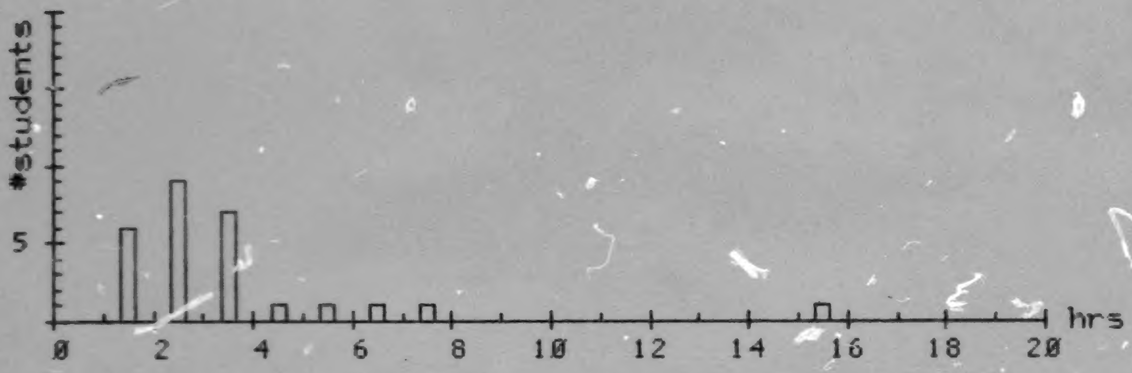
Errol Magidson and Sanford Rush managed the roster and the curriculum and helped the instructor use PLATO.

In spite of the instructor's disenchantment with the whole ETS system, ETS pretests, posttests, and attitude surveys were given. Not only are the ETS tests more difficult than the course but they do not adequately test the effectiveness of PLATO. PLATO develops mechanical problem solving abilities but the ETS examinations test concepts.

The instructor may use PLATO more in the future if it proves successful. At present, he sees little effect of PLATO on classroom practice or the teaching profession. It has, however, made easier the task of teaching night courses.

Chemistry Instructor #18 -- continued

General Chemistry - 1



Usage distribution
Totals: 27 students, 82 hours. Average: 3.0

ID NUMBER Chemistry Instructor #19

COURSE INFORMATION

Name	General Chemistry - 1
*Enrollment	15/approx. 15
Schedule	during class, optional use outside class
PLATO Use	review and practice
Roster	self, asst site coordinator
Curriculum	self
Lesson Source	course catalog
Lesson Preview	some
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	25%
Sessions Affected by Failure	none
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

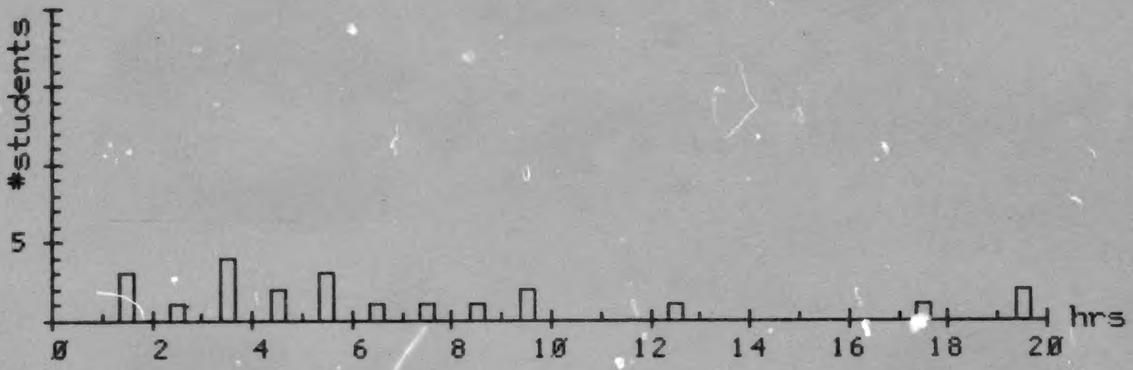
First PLATO Contact	professional conferences
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	0
Prior PLATO Use	Fall 73, Spring 74, Fall 75
Source of PLATO Training	site coordinator, asst site coordinator
Years Teaching	3 1/2
Years at this College	3 1/2
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Chemistry Instructor #19

No interview conducted.

General Chemistry - 1



Usage distribution
Totals: 22 students, 188 hours. Average: 8.5

ID NUMBER Chemistry Instructor #20

COURSE INFORMATION

Name	General Chemistry - 1
*Enrollment	10/7
Schedule	during class; outside of class, terminals not reserved
PLATO Use	review and practice, supplement homework
Roster	self, college PLATO staff
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	2
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

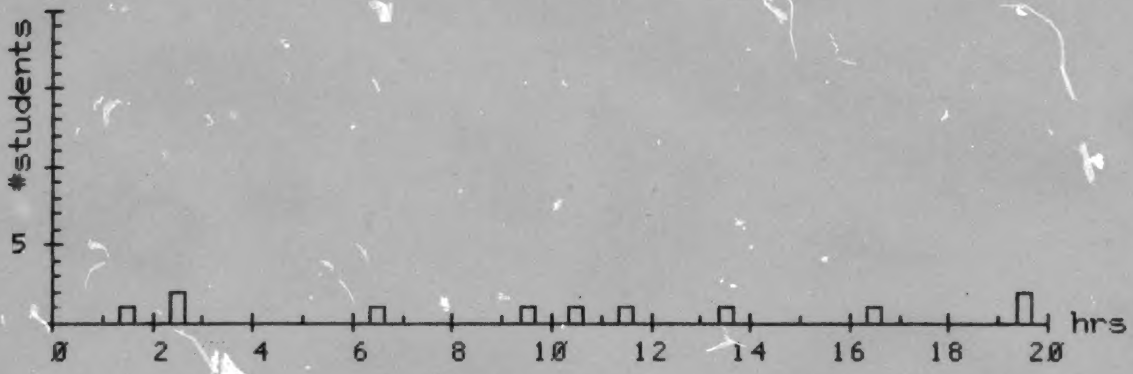
First PLATO Contact	fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 74 - Fall 75
Source of PLATO Training	self, site coordinator, asst site coordinator, fellow instructor
Years Teaching	9
Years at this College	4
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Chemistry Instructor #20

No interview conducted.

General Chemistry - 1



Usage distribution
Totals: 11 students, 111 hours. Average: 10.1

ID NUMBER Chemistry Instructor #21

COURSE INFORMATION

Name	General Chemistry - 1
*Enrollment	42/28
Schedule	during classtime; outside of class, terminals not reserved
PLATO Use	review and practice, supplement homework
Roster	self, asst site coordinator
Curriculum	self
Lesson Source	course catalog
Lesson Preview	some
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	10%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	Spring 75, Jordan, intro
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 75
Source of PLATO Training	self, asst site coordinator
Years Teaching	9
Years at this College	9
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Chemistry Instructor #21

General

Since this is the first term the instructor has used PLATO, he is not sure of its effect on student achievement but students like to play with the equipment. It is a valuable tool for reinforcement, although taxpayers might well complain of its cost. PLATO is better than a workbook, audio-visual aids, and programmed learning. It is worse than homework, lecture, and class discussion and equal to other media.

Use and Lessons

PLATO was used during classtime and on an unscheduled basis for review and practice and to supplement homework; the instructor foresees no change in its use in the future.

The class used a text by Nebergal and Schmidt et al. plus a laboratory workbook. Appropriate PLATO lessons were chosen from the hard-copy catalog.

Fifteen topics in the hard-copy catalog, not here identified, seemed appropriate to PLATO. Good lessons were found in every topic area. The learning level of the lessons was appropriate to the class although some lessons did not fully develop the material they might have. No lessons were identified as employing PLATO's unique characteristics particularly well. Some twenty lessons, also not identified, fit the instructor's syllabus well.

In the future, lessons should be developed by the teachers who actually teach the course. Lessons should be improved by providing better step-by-step development within the topics. Moreover, lesson programming should be improved to keep better track of student progress and to give credit for units completed.

Mechanics and Administration

Only minor mechanical problems occurred; scheduling problems were not severe, although a class size of forty-two poses problems finding terminals for the entire class. The probable solution is to reduce class size rather than add new terminals.

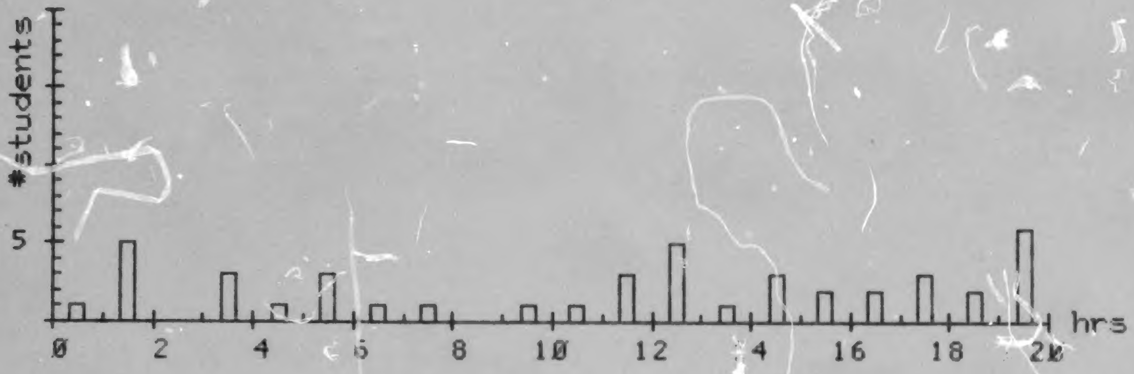
The instructor took the introductory PLATO course in Spring 1975 and managed his own roster and curriculum. Laboratory assistants provided general help in the use of PLATO.

The course had no contact with ETS.

Although PLATO gives the instructor more confidence as a teacher, he is unsure of its effect on the teaching profession generally. Although it is a valuable tool, it has not so far affected his classroom work.

Chemistry Instructor #21 -- continued

General Chemistry - 1



Usage distribution
Totals: 44 students, 492 hours. Average: 11.2

ID NUMBER Chemistry Instructor #22

COURSE INFORMATION

Name	Organic Chemistry
*Enrollment	29/20
Schedule	during classtime; outside of class, terminals reserved
PLATO Use	review and practice, supplement homework
Roster	asst site coordinator, self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	1
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

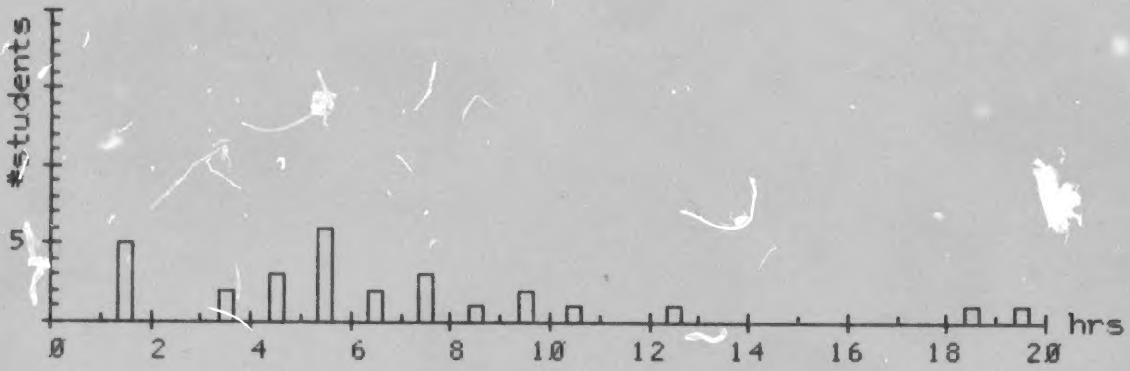
First PLATO Contact	U of I staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 74 - Fall 75
Source of PLATO Training	self, asst site coordinator
Years Teaching	30
Years at this College	18
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Chemistry Instructor #22

No interview conducted.

Organic Chemistry



Usage distribution
Totals: 28 students, 172 hours. Average: 6.1

ENGLISH

SUBJECT COORDINATOR'S SUMMARY -- ENGLISH

Introduction

During Fall 1975, sixty-seven courses at four City Colleges of Chicago (the Chicago Urban Skills Institute, Kennedy-King College, Malcolm X College, and Wright College) and Parkland College used the PLATO English lessons. Use involved thirty-nine instructors and 1,499 students totally 5,433 computer hours of instruction.

Curriculum

Two distinct major choices in curriculum are offered by the Community College English Project. The first is the Language Arts Routing System (LARS), a package of diagnostic tests and instructional materials designed for remedial English skills.[1] LARS makes it possible for an instructor to specify the behaviorial objectives desired while allowing the computer to prescribe material on an individual basis by using information about an individual's needs, abilities, curriculum goals, and available lesson material to select appropriate instruction for the student. The LARS system individualizes the learning process by tailoring curriculum content to the educational requirements of the student.

The LARS diagnostic testing bank is composed of items classified into fifty-six logically distinct categories. Students take the LARS tests over the course of the semester rather than en masse at the beginning. Each instructor has the option of selecting only those categories which he feels are appropriate for his students. Each category is followed by immediate instruction if the student's performance warrants remediation.

LARS contains over sixty-five separate instructional lessons which range from five to forty-five minutes in length. The lessons cover the four language arts skill areas of grammar, punctuation, spelling, and word usage.

The second curriculum option offered is the standard PLATO system router which is composed of indexes or sequences of lessons specified by the instructor. These lessons are selected, generally, on the basis of their descriptions in the hard-copy English catalog; they cover the areas of capitalization, composition, editing, grammar, poetry, punctuation, research, spelling, vocabulary, and word usage.[2] There are 117 lessons comprising approximately seventy-five hours of instructional material.

The range of the lessons is wide, and includes purely instructional material and lesson reviews in the form of tests. Varying levels of difficulty are also represented. Generally, individual lessons were created by the community college instructors. Each author maintains the privilege of editing his lessons at any time and is individually responsible for its operational quality as well as the effectiveness of its pedagogical design and the accuracy of the subject matter content.

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[1] Michael, Gary and Mary Sliger, LARS Instructor's Manual, Computer Based Education Research Laboratory, University of Illinois, Urbana, Illinois 61801, 1976.

[2] Community College English Lesson Index, Computer Based Education Research Laboratory, University of Illinois, Urbana, Illinois 61801, 1976.

Usage

Diverse usage included (1) PLATO as one hour of a three hour a week class, (2) PLATO as an outside class activity for homework or review, (3) PLATO as a voluntary activity, and (4) PLATO as a GED instruction method.

In some cases the PLATO English lessons were used to supplement classwork; other times they were used to supplant in-class activity. Often, terminals were scheduled for usage, however some usage was unscheduled. Because the amount and type of use varied among sites, courses, instructors, and students -- dictated by their respective rationales for usage -- comparisons of such uses are difficult to interpret.

Implementation

The community college English staff, consisting of Irena Finkelsztein, Gary Michael, Jim Williamson, and Mary Sliger, and coordinated by Pauline Jordan, has been continually available to introduce and assist users. Liaison work at the four Chicago sites has been carried out primarily through Jim Williamson and, at the Parkland site, by Mary Sliger. On-line communication via the talk option, personal notes, and the English notesfile has provided constant stimulus to the development and revision of the English curriculum.

In Spring 1975, English authors and users plus the CERL staff were organized into the PLATO English Editorial Board. PEEB was originally conceived to fulfill three primary goals:

(1) To improve and maintain the quality of lesson development in English.

(2) To familiarize new or potential users with what is available through PLATO.

(3) To investigate the funding of English curricula proposals.

Since its inception, PEEB has served as a working bond, uniting the efforts of concerned English users.

ID NUMBER English Instructor #1

COURSE INFORMATION

Name	Crane High School Outpost (2 sections)
*Enrollment	65/ (total 2 sections)
Schedule	during classtime
PLATO Use	review and practice
Roster	self
Curriculum	self, asst site coordinator, U of I staff
Lesson Source	course catalog
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	no response
Quantity of Lessons	no response
Quality of Lessons	no response
% Lessons Previewed (approx.)	no response
Sessions Affected by Failure	no response
Would You Use Your Own Time to Improve PLATO Instruction	no response

INSTRUCTOR INFORMATION

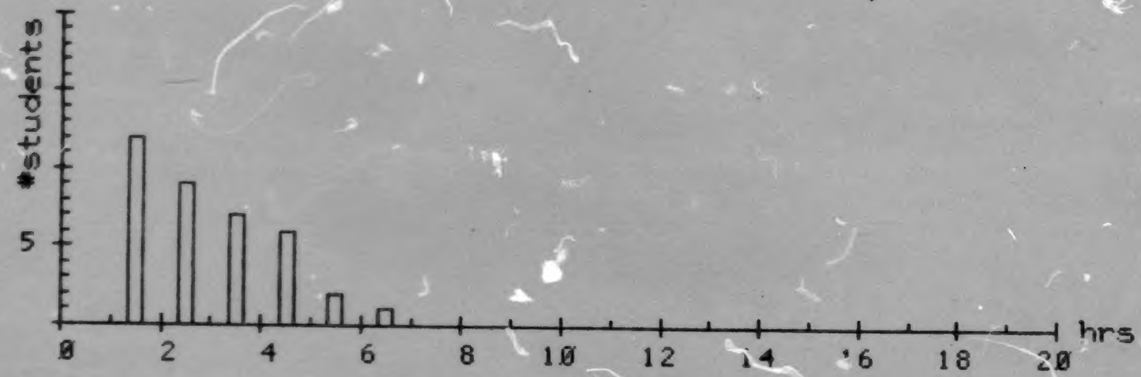
First PLATO Contact	fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 75
Source of PLATO Training	self, site coordinator, asst site coordinator, U of I staff
Years Teaching	2
Years at this College	no response
Tenure	no response

*Term beginning/end

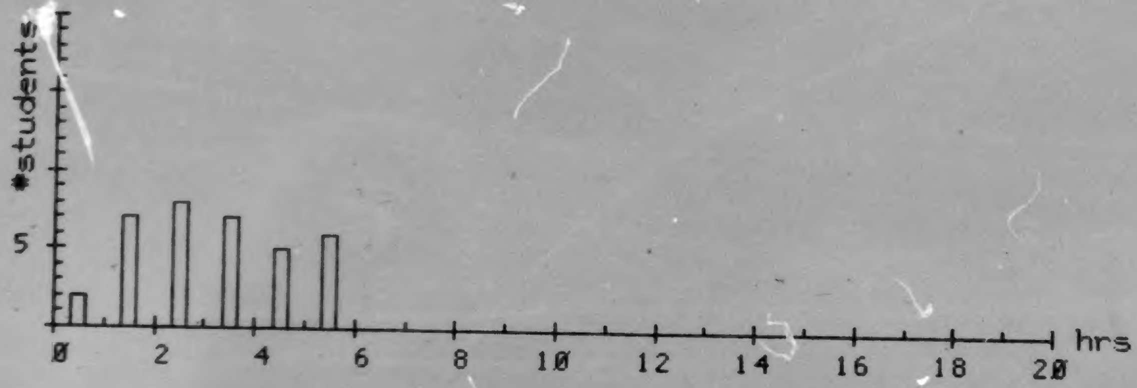
INTERVIEW SUMMARY -- English Instructor #1

No interview conducted.

Crane High School Outpost



Usage distribution
Totals: 37 students, 91 hours. Average: 2.5



Usage distribution
Totals: 35 students, 94 hours. Average: 2.7

ID NUMBER English Instructor #2

COURSE INFORMATION

Name	Business Skills - Accounting
*Enrollment	11/
Schedule	during class
PLATO Use	review and practice
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	attitude survey

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	ca. 6 (all sections taught by this instructor; includes Accounting, Cler Typist 1, Clerk-Typist 2, and Steno)
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 75 - Fall 75
Source of PLATO Training	site coordinator, U of I staff
Years Teaching	1
Years at this College	1
Tenure	no

*Term beginning/end

ID NUMBER English Instructor #2

COURSE INFORMATION

Name	Business Skills - Clerk-Typist 1
*Enrollment	5/
Schedule	during class
PLATO Use	review and practice
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	attitude survey

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	ca. 6 (all sections taught by this instructor; includes Accounting, Clerk-Typist 1, Clerk-Typist 2, and Steno)
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 75 - Fall 75
Source of PLATO Training	site coordinator, U of I staff
Years Teaching	1
Years at this College	1
Tenure	no

*Term beginning/end

ID NUMBER English Instructor #2

COURSE INFORMATION

Name	Business Skills - Clerk-Typist 2
*Enrollment	8/
Schedule	during class
PLATO Use	review and practice
Roster	self
Curriculum	self, site coordinator
Lesson Source	course catalog, U of I staff, college PLATO staff
Lesson Preview	no
ETS	attitude survey

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	ca. 6 (all sections taught by this instructor; includes Accounting, Clerk-Typist 1, Clerk-Typist 2, and Steno)
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 75 - Fall 75
Source of PLATO Training	site coordinator, U of I staff
Years Teaching	1
Years at this College	1
Tenure	no

*Term beginning/end

ID NUMBER English Instructor #2

COURSE INFORMATION

Name	Business Skills - Steno
*Enrollment	12/
Schedule	during class
PLATO Use	review and practice
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	attitude survey

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	ca. 6 (all sections taught by this instructor; includes Accounting, Clerk-Typist 1, Clerk-Typist 2, and Steno)
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

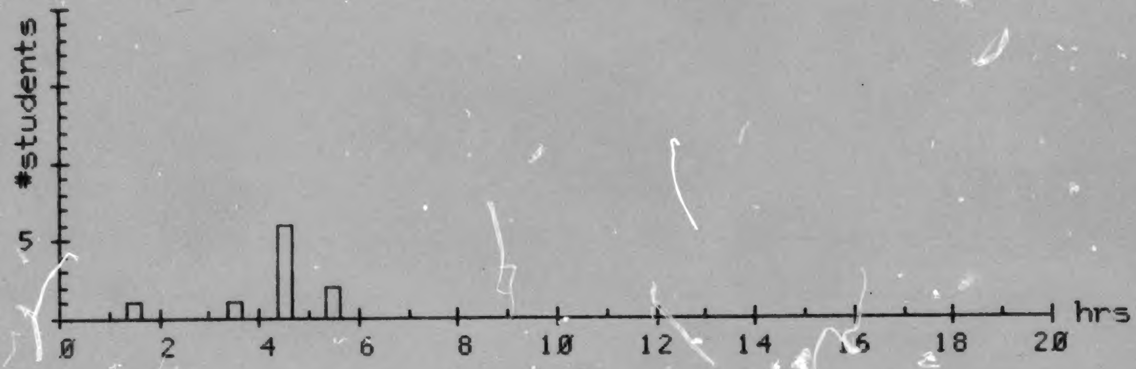
First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 75 - Fall 75
Source of PLATO Training	site coordinator, U of I staff
Years Teaching	1
Years at this College	1
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #2

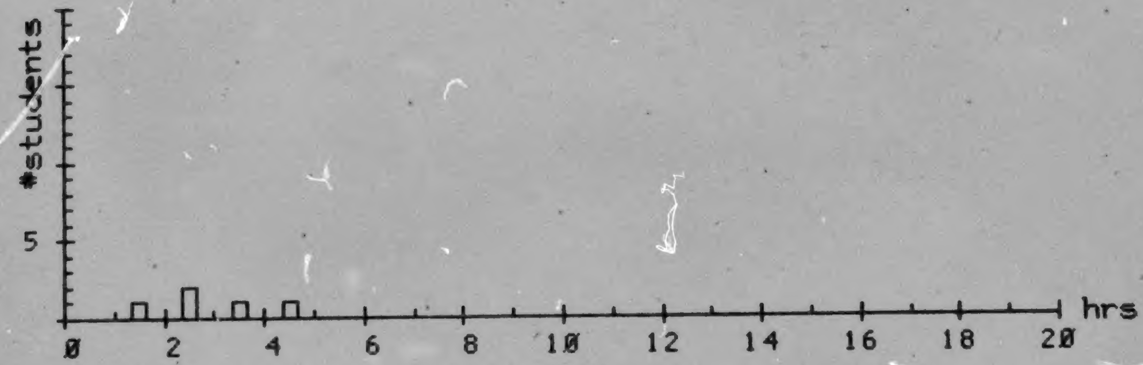
No interview conducted.

Business Skills - Accounting



Usage distribution
Totals: 10 students, 38 hours. Average: 3.8

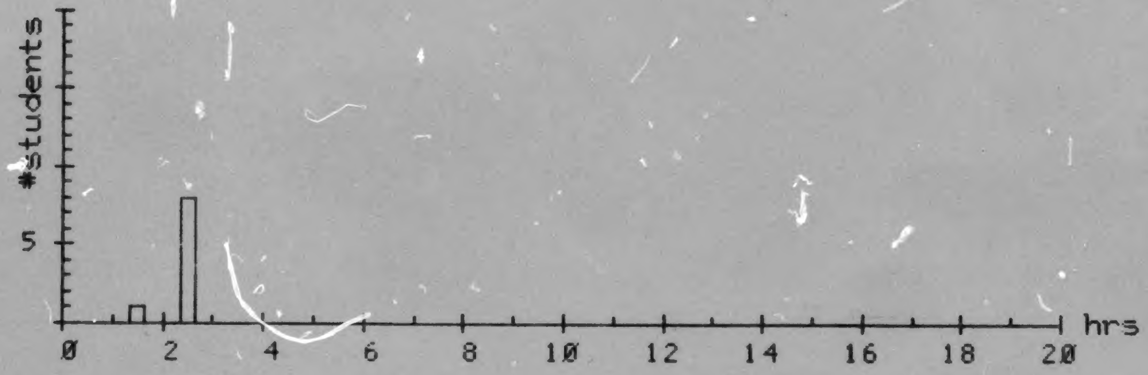
Business Skills - Clerk-Typist 1



Usage distribution
Totals: 5 students, 12 hours. Average: 2.4

English Instructor #2 -- continued

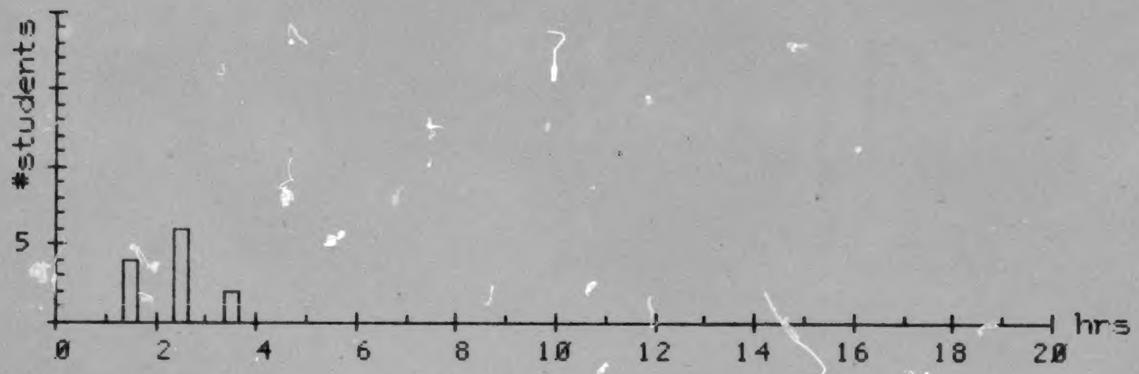
Business Skills - Clerk-Typist 2



Usage distribution

Totals: 9 students, 17 hours. Average: 1.9

Business Skills - Steno



Usage distribution

Totals: 12 students, 22 hours. Average: 1.8

ID NUMBER English Instructor #3

COURSE INFORMATION

Name	Business Skills - Clerk Typist (4 sections)
*Enrollment	42/ (total 4 sections)
Schedule	during class
PLATO Use	review and practice
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	no response
Quantity of Lessons	no response
Quality of Lessons	no response
% Lessons Previewed (approx.)	no response
Sessions Affected by Failure	no response
Would You Use Your Own Time to Improve PLATO Instruction	no response

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	no response
PLATO Lessons Designed	no response
PLATO Lessons Programmed	no response
Release Time	no response
Prior PLATO Use	Spring 75 - Fall 75
Source of PLATO Training	site coordinator
Years Teaching	5
Years at this College	2
Tenure	no

*Term beginning/end

ID NUMBER English Instructor #3

COURSE INFORMATION

Name	Business Skills - Steno (3 sections)
*Enrollment	43/ (total 3 sections)
Schedule	during class
PLATO Use	review and practice
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	1 or 2
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

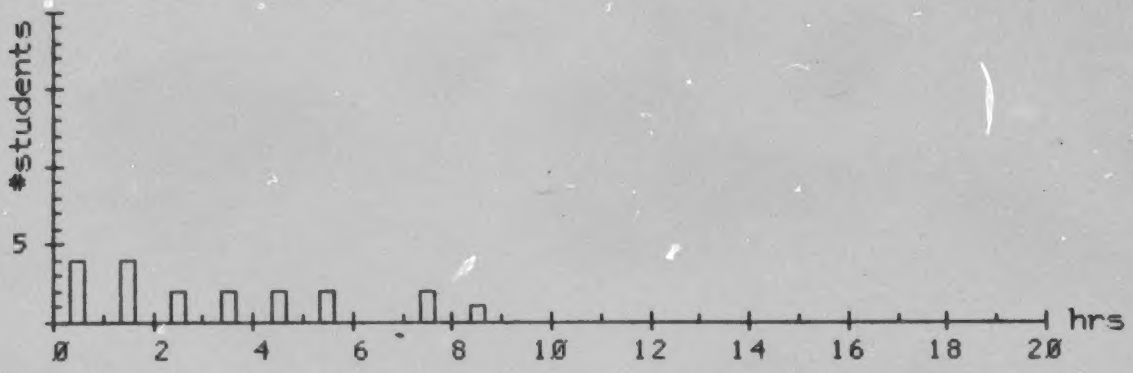
First PLATO Contact	college PLATO staff
U of I Extension Course	no response
PLATO Lessons Designed	no response
PLATO Lessons Programmed	no response
Release Time	no response
Prior PLATO Use	Spring 75 - Fall 75
Source of PLATO Training	site coordinator
Years Teaching	5
Years at this College	2
Tenure	no

*Term beginning/end

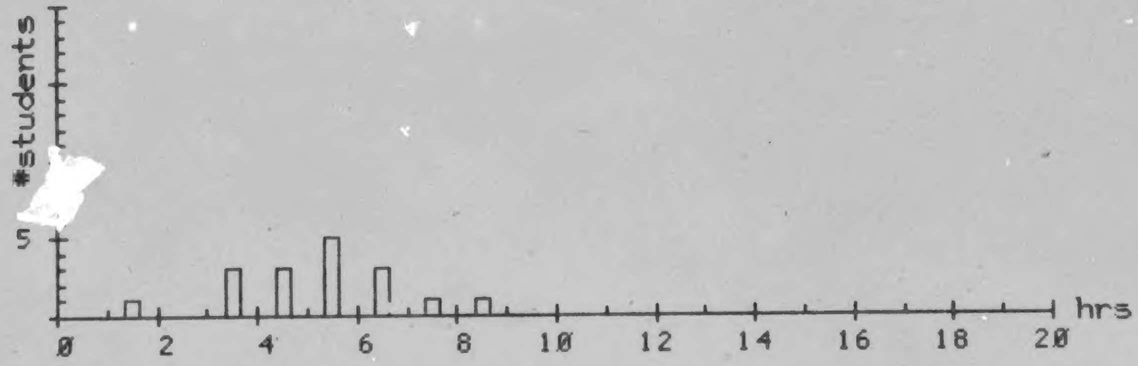
INTERVIEW SUMMARY -- English Instructor #3

No interview conducted.

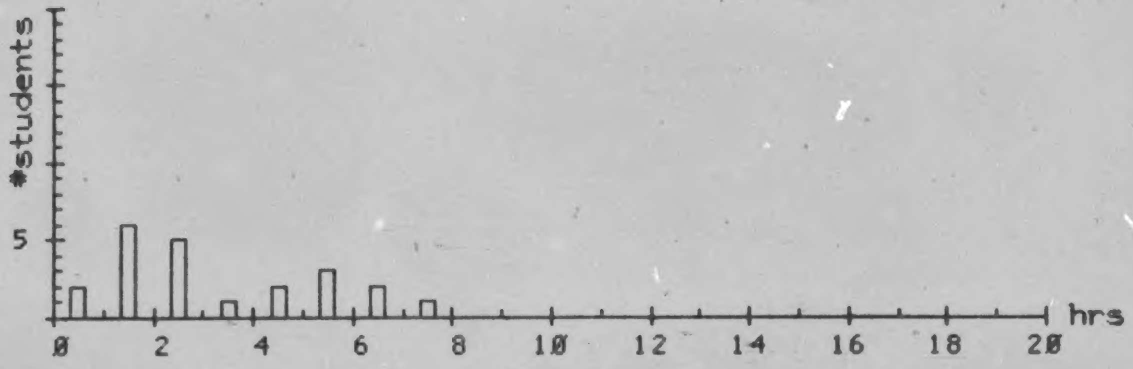
Business Skills -- Clerk Typist



Usage distribution
Totals: 19 students, 54 hours. Average: 2.8

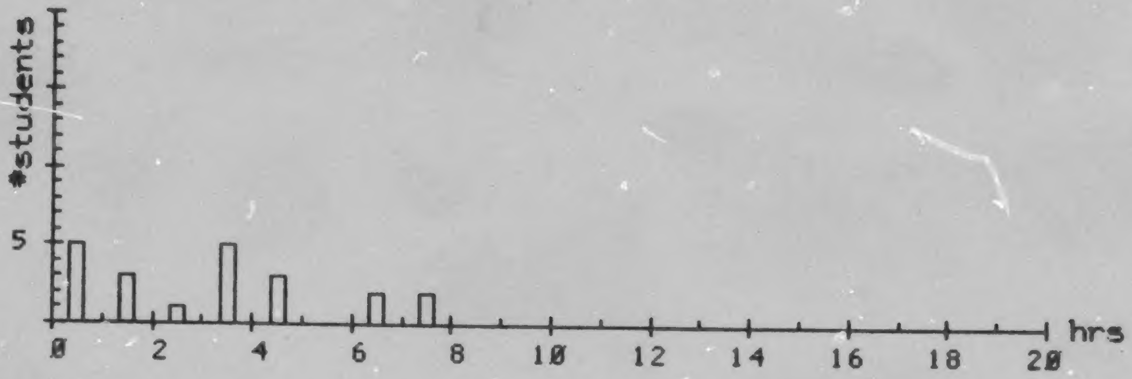


Usage distribution
Totals: 17 students, 80 hours. Average: 4.7



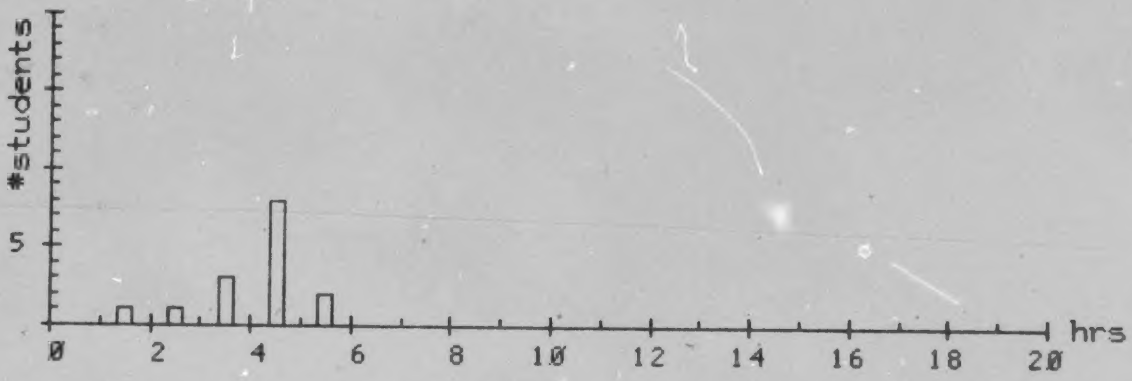
Usage distribution
Totals: 22 students, 61 hours. Average: 2.8

English Instructor #3 -- continued

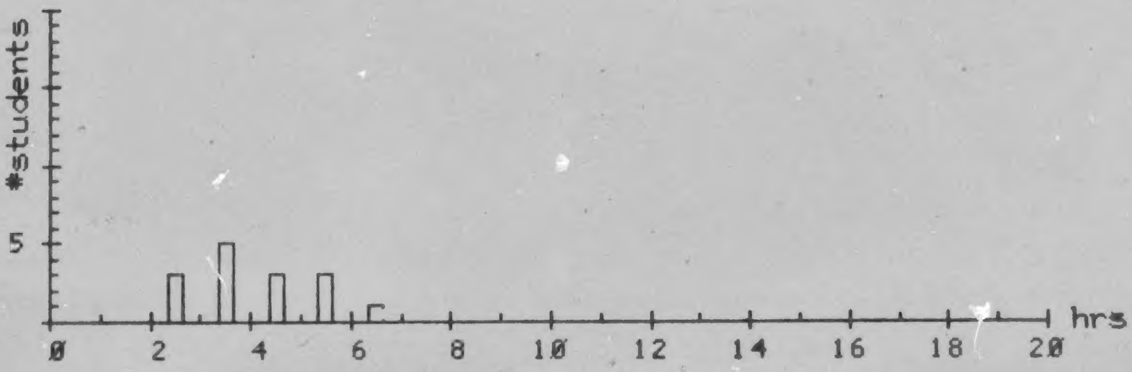


Usage distribution
Totals: 21 students, 58 hours. Average: 2.8

Business Skills -- Steno

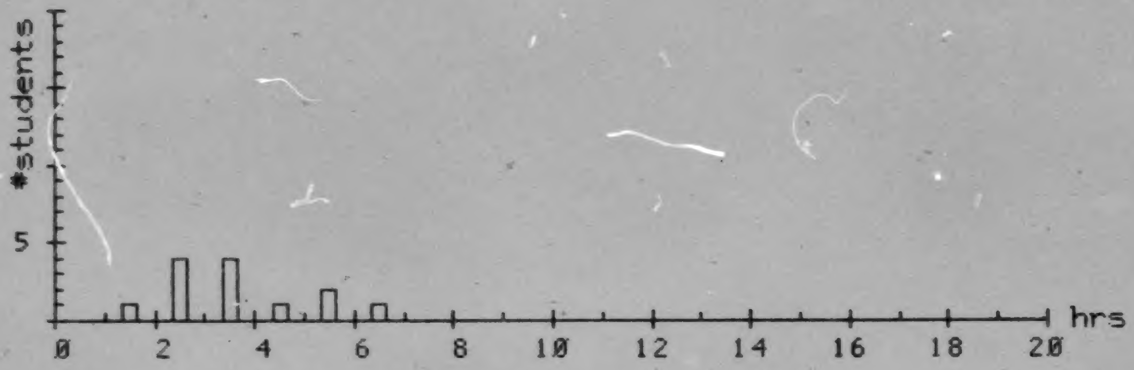


Usage distribution
Totals: 15 students, 54 hours. Average: 3.6



Usage distribution
Totals: 15 students, 54 hours. Average: 3.6

English Instructor #3 -- continued



Usage distribution
Totals: 13 students, 41 hours. Average: 3.2

ID NUMBER English Instructor #4

COURSE INFORMATION

Name	GED
*Enrollment	27/40
Schedule	during class
PLATO Use	replace classwork, review and practice
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	some
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	less than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	1 or 2
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

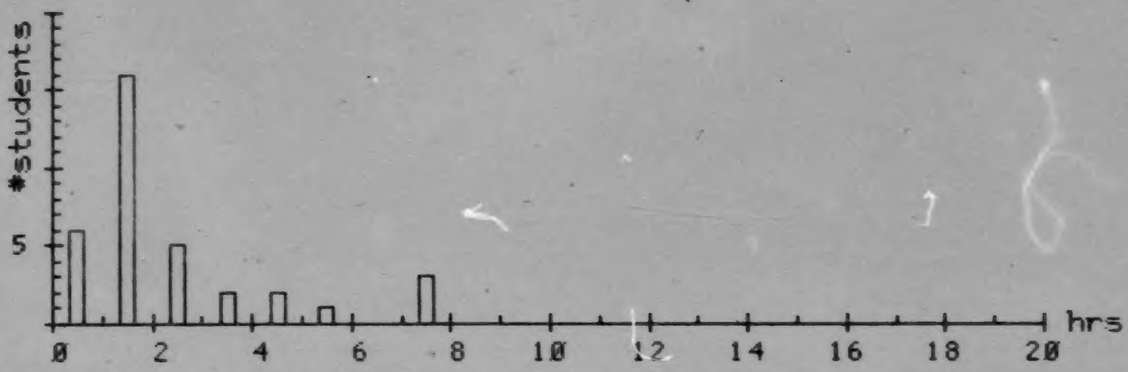
First PLATO Contact	no response
U of I Extension Course	no response
PLATO Lessons Designed	no response
PLATO Lessons Programmed	no response
Release Time	no response
Prior PLATO Use	no response
Source of PLATO Training	no response
Years Teaching	no response
Years at this College	no response
Tenure	no response

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #4

No interview conducted.

GED



Usage distribution
Totals: 35 students, 66 hours. Average: 1.9

ID NUMBER English Instructor #5

COURSE INFORMATION

Name	GED
*Enrollment	22/20
Schedule	during class
PLATO Use	review and practice, supplement homework
Roster	self, asst site coordinator
Curriculum	self, U of I staff
Lesson Source	course catalog, U of I staff
Lesson Preview	some
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	25%
Sessions Affected by Failure	5
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

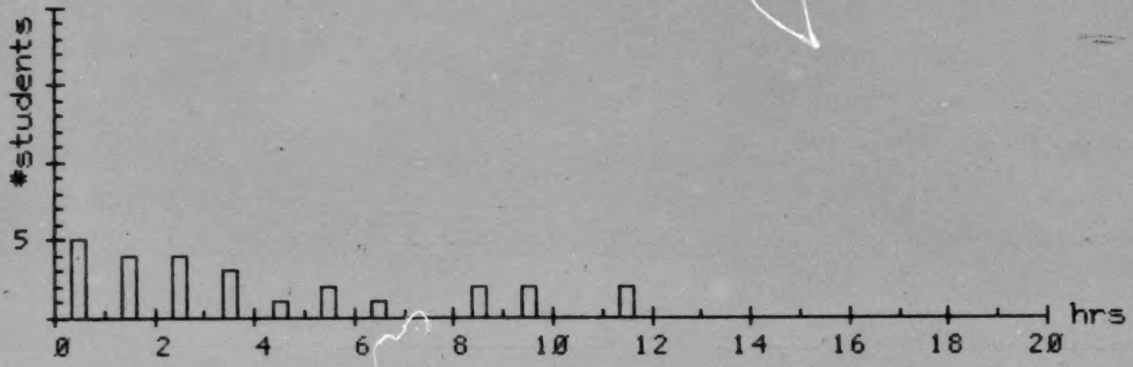
First PLATO Contact	fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 75 - Fall 75
Source of PLATO Training	site coordinator, U of I staff
Years Teaching	1 1/2 +
Years at this College	1 1/2
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #5

No interview conducted.

GED



Usage distribution
Totals: 26 students, 97 hours. Average: 3.7

ID NUMBER English Instructor #6

COURSE INFORMATION

Name	GED
*Enrollment	22/24
Schedule	during class
PLATO Use	review and practice
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	some
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	high to very high
% Lessons Previewed (approx.)	0%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

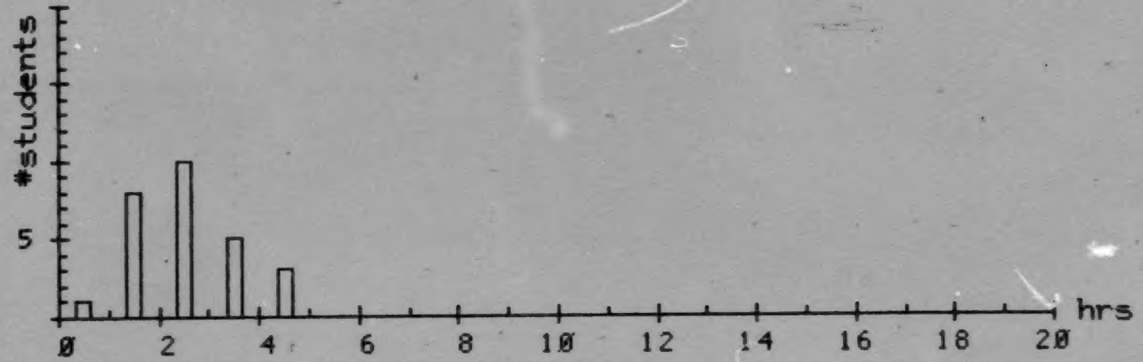
First PLATO Contact	student interest
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 75
Source of PLATO Training	asst site coordinator, U of I staff
Years Teaching	15
Years at this College	1/2
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #6

No interview conducted.

GED



Usage distribution
Totals: 27 students, 55 hours.   Average: 2.0

ID NUMBER English Instructor #7

COURSE INFORMATION

Name	GED
*Enrollment	31/28
Schedule	during class; outside of class, terminals not reserved
PLATO Use	review and practice
Roster	self, asst site coordinator
Curriculum	U of I staff member
Lesson Source	course catalog
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	2 or 3
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

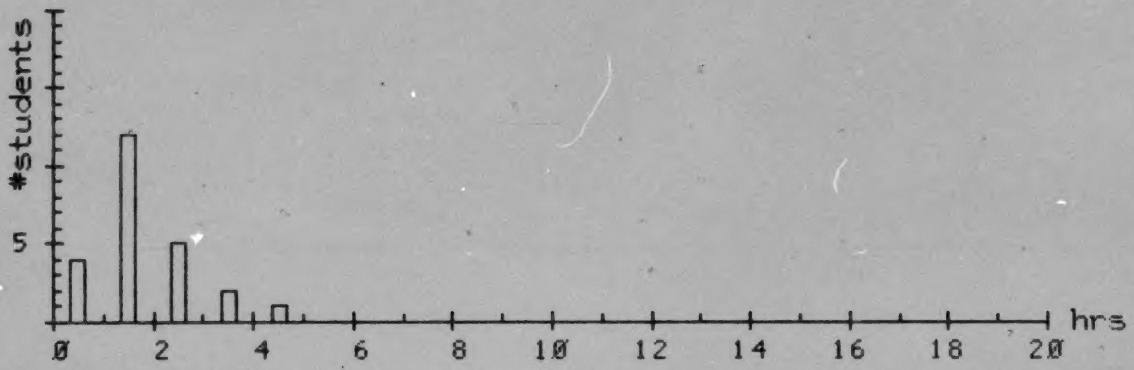
First PLATO Contact	fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 75 - Fall 75
Source of PLATO Training	asst site coordinator, U of I staff
Years Teaching	11
Years at this College	1
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #7

No interview conducted.

GED



Usage distribution
Totals: 24 students, 32 hours. Average: 1.3

ID NUMBER English Instructor #8

COURSE INFORMATION

Name	Learning Lab
*Enrollment	ca. 35 (variable)/6
Schedule	outside of class, terminals reserved; outside of class, terminals not reserved
PLATO Use	review and practice, supplement homework
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	some
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 74, Fall 75
Source of PLATO Training	U of I staff
Years Teaching	4
Years at this College	4
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #8

General

While it is not clear why some students like PLATO and others dislike it, it is clear that different groups use PLATO for different educational purposes. Adults use it for quick reference and review of forgotten skills and information. Younger students use it to acquire new skills.

The machinery of PLATO is both a blessing and a curse. While some students are fascinated by the terminal and its display, others are intimidated by a lack of typing skills. Moreover while PLATO allows students to work at their own pace on individual materials in privacy, there is at least for some no transference of analytic skills or the judgement acquired into writing. Finally, while PLATO can not become bored or emotional, it can not replace the spontaneity of class discussion.

Use

In this learning lab section, students could elect to use PLATO as one means to fulfill their learning contracts. A special program of lessons was prepared for each student who elected to use PLATO. Each student worked without supervision at his own schedule and at his own rate on the lessons he agreed to study. Lessons were used differently by different students; some were assigned as homework, others previewed class material, while still other lessons were modified to suit the special needs of individual students, PLATO materials were used in conjunction with formal programmed instruction.

Lessons

The best lessons are those which provide a brief explanation, drill, and immediate feedback, and which require repetition and drill. Not all lessons succeed equally well with all students. Three principal problems with lessons recurred. First, many presume a white cultural background and antagonize or fail to interest minority students. Second, many lessons are too difficult for learning lab students to read. The very lack of language skills that lab attempts to remedy makes the lessons inaccessible. Finally, the test items are frequently more difficult than the examples in the lessons.

Mechanics and Administration

The instructor managed both his own roster and his own curriculum. His students had no evident mechanical problems, loss of time due to system failure, or unavailability of terminals. Some scheduling problems did occur but they have been self-created. The instructor was helped by both Parkland and CERL staff.

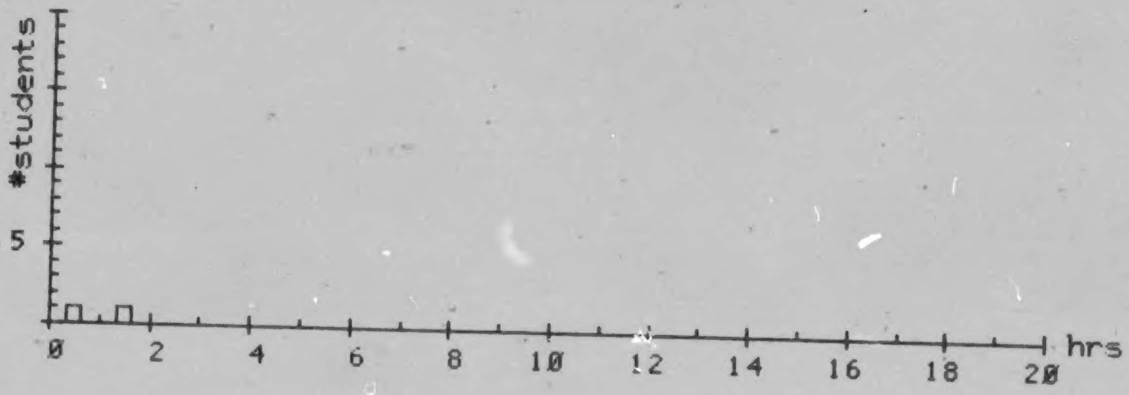
He has personally become interested in PLATO but is not certain it has had any effect on his career.

English Instructor #8 -- continued

Recommendations

PLATO should continue in its present direction but improvement in both content and mechanics of lessons as well as the development of new additional lessons should make PLATO more useful than it is now. Using instructors should take a more active part in designing lessons. Existing lessons should be redesigned with greater attention paid to the reading level and culture of the audiences. Lessons with game approaches should be planned. Finally, terminals should be made available in more places to give students easier access.

Learning Lab



Usage distribution
Totals: 2 students, 1 hours. Average: 0.5

ID NUMBER English Instructor #9

COURSE INFORMATION

Name	English Language Skills
*Enrollment	14/15
Schedule	during class
PLATO Use	replace classwork, review and practice, supplement homework
Roster	fellow instructor
Curriculum	fellow instructor
Lesson Source	fellow instructor
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	very high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	yes, in future if possible

INSTRUCTOR INFORMATION

First PLATO Contact	U of I staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 75, Fall 75
Source of PLATO Training	self, fellow instructor
Years Teaching	15
Years at this College	4+
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #9

General

The effect of PLATO on students is thus far undemonstrated. While students seem to like PLATO, there is no evidence that they do better as a result of it; perhaps to the contrary, the control group in 099 is doing better than the PLATO-instructed group.

PLATO does not create classroom time or free the instructor from a heavy work load; it does change the nature of classroom time and does alter the nature of the work of the instructor.

PLATO permits the student to work in privacy at his own pace but it may not always be available when needed. Moreover, greater skill is required of teacher-authors than has been customarily shown.

When it is working well, PLATO alters the role of student and teacher. The teacher becomes a consultant to the student and the student accepts greater responsibility for establishing his own goals and for pursuing the means of accomplishing them.

Use

PLATO was used as a replacement for scheduled class time. Assignments were made in terms of lesson content and class content and students were to work at their own pace. Only Sally Wallace's lessons were used as was her accompanying handbook. Ms. Wallace's lessons are particularly well suited to this audience since they were written especially for the 099 course. Lessons by other faculty seemed more difficult and less appropriate to the course. Generally those lessons are best which exploit the unique characteristics of PLATO. The "handbook on a screen" is the least effective kind of lesson.

Mechanics and Administration

Much of the administration of the course's PLATO component was delegated to Sally Wallace to permit the instructor to perform necessary college administrative work. Ms. Wallace managed the course roster and selected the lessons and the order in which they were to be used. Because the PLATO requirement was scheduled early, no scheduling difficulties occurred. No mechanical problems prevented scheduled use. Perhaps more effective scheduling of terminals has had some harmful side effects. Vacant terminals may create indifference; greater competition for terminal time might create correspondingly greater enthusiasm among users.

Greater support for novice instructors would improve PLATO's use. During PLATO's early years, some instructors were discouraged from developing PLATO lessons by the indifference, if not outright hostility, of a few CERL staff members, and the reluctance of faculty to use PLATO is still felt as a result of those first harsh experiences. Some still doubt that the required support for instructors unfamiliar with PLATO would be freely available.

English Instructor #9 -- continued

Recommendations

PLATO can be improved by providing new lessons in writing and psycholinguistics, adding more examples and problems to existing lessons, and expanding its use. The success rate at answering questions in the lessons should determine how many and what kind of additional examples and problems the student needs to study.

Students should be given class credit for the use of PLATO. Moreover, there is no need to use PLATO exclusively under the supervision of an instructor. A wise alternative would be to use it much as a library, as an open resource that can be queried at the student's need.

English Language Skills

Accumulated use. See English Instructor #12 for usage distribution data.

ID NUMBER   English Instructor #10

COURSE INFORMATION

Name	English Language Skills
*Enrollment	32/
Schedule	during class
PLATO Use	review and practice
Roster	U of I staff
Curriculum	fellow instructor
Lesson Source	fellow instructor
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	no response
Quantity of Lessons	no response
Quality of Lessons	no response
% Lessons Previewed (approx.)	no response
Sessions Affected by Failure	no response
Would You Use Your Own Time to Improve PLATO Instruction	no response

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff, fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall '75
Source of PLATO Training	self; site coordinator, fellow instructor
Years Teaching	8
Years at this College	1
Tenure	no

*Term beginning/end

ID NUMBER English Instructor #10

COURSE INFORMATION

Name	Composition - 1 (3 sections)
*Enrollment	37/ (total 3 sections)
Schedule	no response
PLATO Use	replace classwork, review and practice, supplement homework, extra credit
Roster	self, college PLATO staff, U of I staff
Curriculum	self, U of I staff
Lesson Source	course catalog, fellow instructor, U of I staff
Lesson Preview	some
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	25%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff, fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 75
Source of PLATO Training	self, site coordinator, fellow instructor
Years Teaching	8
Years at this College	1
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #10

General

Serving the same function as a lab, PLATO makes both teaching and learning easier. PLATO is helpful to students of all abilities by forcing them to stick to the lesson, reinforcing the material with immediate responses, and correcting without embarrassment. PLATO frees classroom time for discussion and writing by eliminating drill.

Its disadvantages are that the mechanics of the display may preoccupy the student at the expense of the material. Neither can it anticipate all the questions that students might ask. Finally, the graphics of the display may limit use to one hour at a time. In sum, PLATO can not replace text or teacher; it can supplement them.

Use

PLATO was used to replace class time in 101, 102, and 099, but in different ways. The 101 class used PLATO twice weekly in one hour sessions; the 102 class used PLATO once a week in one-and-one-half hour sessions; the 099 class used PLATO once a week for one hour. 101 and 102 classes discussed PLATO problems and difficulties at the next class period; 099 students met in class discussion after PLATO use. 101 and 102 lessons were assigned as problem areas arose or were anticipated; 099 lessons were chosen ahead of time to correspond to Sally Wallace's 099 Handbook of Lessons. 101 and 102 used Writing for Occupational Education; 099 used Sally Wallace's handbook.

Lessons

Doris Barr's lessons are best for 101 and 102 classes and Sally Wallace's are best for 099. Lessons by other authors were not usually used. LARS was not used since it seemed to be set up inconveniently for the purposes of classes.

While the list of lessons is impressive, especially those in grammar, many lessons need work. Particularly troublesome is the lack of restarts in lessons; students are annoyed when, after a mistake or interruption, they must redo the entire lesson to get to the quiz. Among the particularly good lessons are the lesson on footnoting and Sally Wallace's lesson on sentence structure and parts of speech.

Mechanics and Administration

No real technical problems occurred although there was some difficulty in scheduling a 1:00 p.m. class. Future problems will be avoided by scheduling classes as early as possible. Mary Sliger helped get the course started since the instructor had no previous experience with PLATO at the community college level. Assistance was always available in the terminal room for students who needed it.

English Instructor #10 -- continued

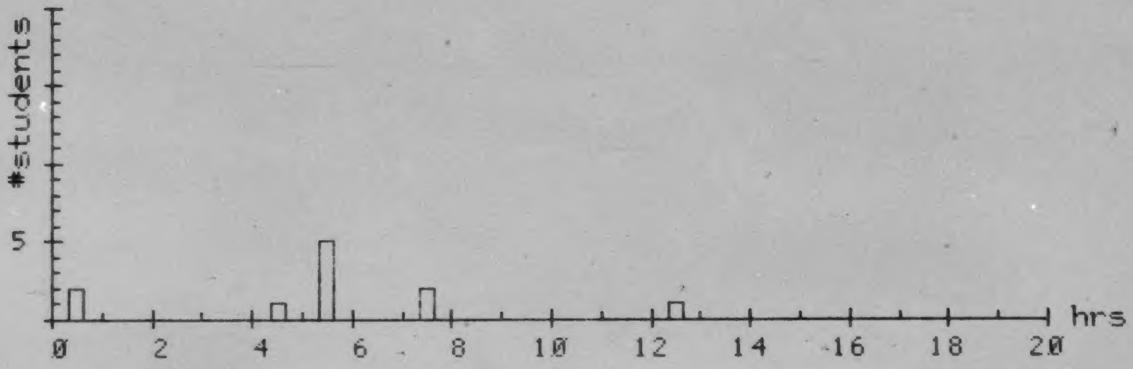
The instructor managed her own roster and curriculum with help from Mary Sliger. The course had no contact with ETS.

The instructor is enthusiastic in her approval of PLATO. She plans to use it again and believes it has made her career more enjoyable.

Recommendation

Lesson mechanics should be improved and future lessons should be developed by the using teacher. Textbooks keyed to PLATO should be developed for each course.

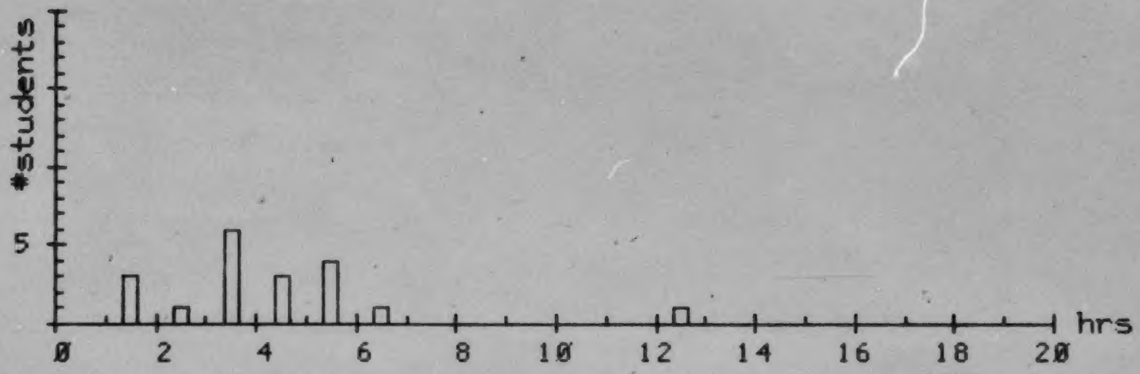
English Language Skills



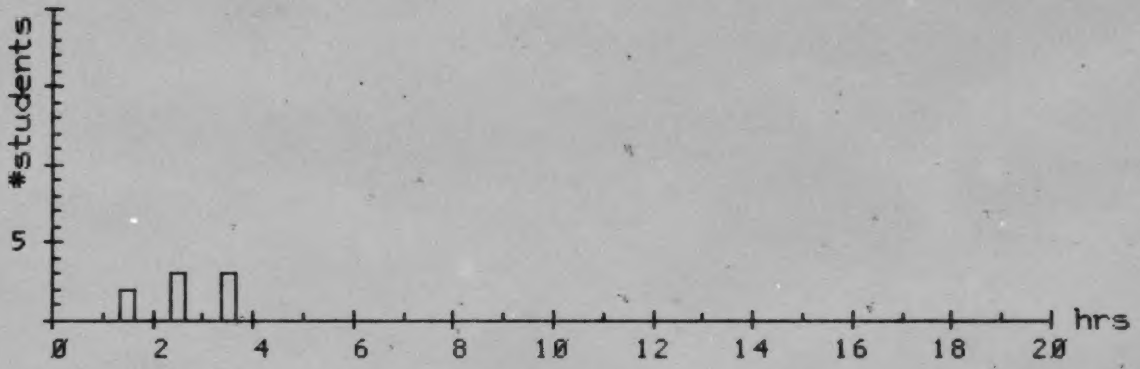
Usage distribution
Totals: 11 students, 55 hours. Average: 5.0

English Instructor #10 -- continued

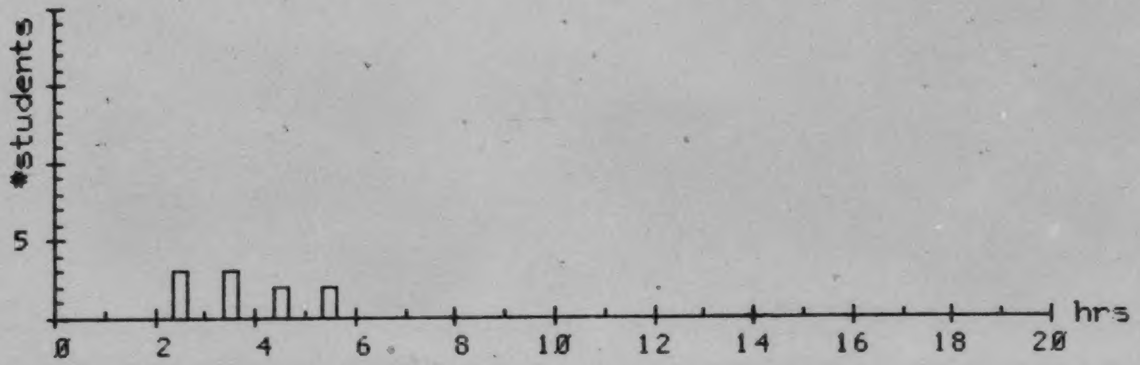
Composition - 1



Usage distribution
Totals: 19 students, 73 hours. Average: 3.8



Usage distribution
Totals: 8 students, 17 hours. Average: 2.1



Usage distribution
Totals: 10 students, 33 hours. Average: 3.3

ID NUMBER English Instructor #11

COURSE INFORMATION

Name	English Language Skills
*Enrollment	12/12
Schedule	during class
PLATO Use	replace classwork, review and practice, supplement homework
Roster	self
Curriculum	fellow instructor
Lesson Source	U of I staff, fellow instructor
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	less than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 75
Source of PLATO Training	U of I staff, fellow instructor
Years Teaching	5
Years at this College	0
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #11

General

The instructor is teaching a remedial course in English and holds a mixed opinion of the value of PLATO for his students. He is new to both the school and to PLATO, and acknowledges that, with greater experience, he would plan his use of PLATO differently.

PLATO may be useful to all students, but it is especially helpful to poorly motivated students in need of remedial work and troubled by individual problems -- including non-standard dialect and "telegraphic" styles -- for it permits them to work at their own pace on material designed for them. For this student PLATO is a better study aid than other audio-visual media, workbooks, lectures, class discussion or homework. PLATO encourages students to do drill exercises they would otherwise resist.

PLATO lessons may, however, be too dogmatic on certain points of grammar or style; the instructor especially notes a lesson's insistence on distinguishing "wait for" from "wait on." Moreover, PLATO may create a false sense of accomplishment. The ability to recognize error or analyze styles does not automatically guarantee facility or fluency in producing sentences or paragraphs.

Finally, while PLATO may be better than other forms of mechanical instruction or classroom work, it may not be as effective for the remedial student as a human tutor, who is less impersonal and has greater flexibility in recognizing problems and adapting materials to individual problems.

Use

The class met twice weekly for two hours each session. One class each week was devoted to the use of PLATO. Since only twelve students were enrolled, access to terminals was not a problem even when terminals malfunctioned. PLATO lessons were supplemented by lectures and by handouts distributed to be done for the next class.

Lessons

No commercial text was used. PLATO lessons were supplemented by 100 pages of offset materials handed out in class. Only the PLATO lessons of a single author, Sally Wallace, were used; the supplementary materials were prepared by the instructor and by Sally Wallace. Although the instructor considered using LARS lessons for better students, he felt that only the lessons of Sally Wallace were reliable enough for use for his class. Some of Wallace's lessons, particularly those on copulative verbs and passives, were brilliant.

The instructor felt that the quality of lessons not by Wallace were too unreliable to be of value to him. Prominent problems were distracting programming errors, unnecessarily complicated explanations, arbitrary and

English Instructor #11 -- continued

unjustified prescription, and tests which permitted the student to continue or stop without indicating why he had succeeded or failed. Most lessons would be improved by the addition of more examples and practice problems.

Mechanics and Administration

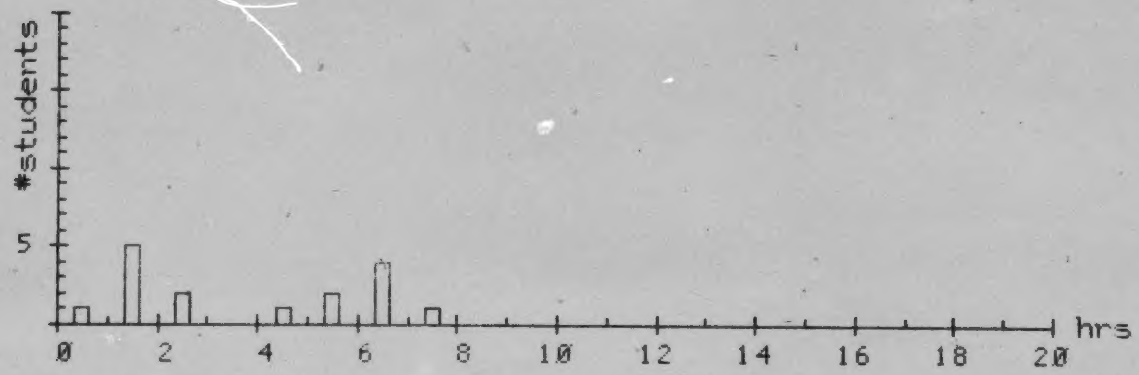
No serious mechanical problems occurred. The instructor managed the class roster and a fellow instructor the curriculum. Other college faculty and CERL staff provided technical assistance. The course had no contact with ETS.

Recommendations

Class should be 1-1/2 to 2 hours long to make best use of PLATO. Time should be allotted both before and after PLATO to prepare for and discuss the lesson. If that is not possible, the first hour of a two hour session should be used to prepare for the PLATO lesson.

Future lessons should be developed by students and faculty jointly.

English Language Skills



Usage distribution
Totals: 16 students, 54 hours. Average: 3.4

ID NUMBER English Instructor #12

COURSE INFORMATION

Name	English Language Skills
*Enrollment	40/20
Schedule	during class
PLATO Use	review and practice, supplement homework
Roster	self
Curriculum	self
Lesson Source	uses own lessons, fellow staff members
Lesson Preview	yes
ETS	attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	very high
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	5+
PLATO Lessons Programmed	5+
Release Time	Fall 72 - Fall 75 (6 hours per term)
Prior PLATO Use	Fall 73 - Fall 75
Source of PLATO Training	self, site coordinator, U of I staff
Years Teaching	8
Years at this College	4
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #12

General

PLATO helps all students but is invaluable to poor students for it lets them work at their own speed in privacy and without embarrassment. Students enjoy using PLATO and enjoying it improves their attitude toward class. It may even help retain those who would otherwise drop out. Finally, PLATO assumes the tasks of drill and individual instruction that formerly belonged to the teacher and frees the teacher to do work which PLATO can not do.

Use

PLATO is used in one of the instructor's two sections on remedial English. PLATO replaces lecture and class discussion one period each week. Usually, PLATO is used in the last session of the week to recapitulate and culminate the week's work.

The lessons are self-contained and have been written by the instructor. Used in this way, PLATO is superior to class lecture, to class drill, and to tutoring. She envisions no change in the use of PLATO.

Lessons

The instructor authored her own lessons which she uses almost exclusively. She has spent much time working on the style of her lessons and she feels the students like them and respond well to them. She has prepared a text, Essential English, which is an outgrowth of the PLATO lessons to accompany them and to give the students a permanent record of some material in the lessons. Topics in mechanics best suit PLATO, including lessons in parts of speech, punctuation and pronoun case. PLATO is not well suited to teaching or evaluating composition. Finally, some lessons need revision to debug mechanical problems and to eliminate dullness. The instructor added lessons on bibliography and footnotes to her own roster of lessons.

Mechanics and Administration

With the exception of one thirty minute breakdown, no mechanical problems were encountered and no scheduling problems occurred. Professional help from CERL and college staff was great; Bob Grandey, Doris Barr, Bob Yeager, and Jim Kraatz were particularly helpful. The instructor managed her own curriculum and roster.

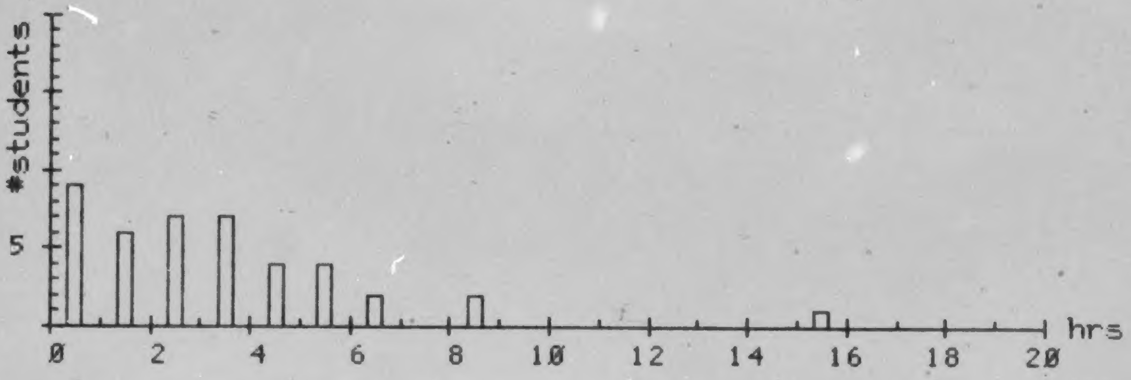
The non-PLATO section was an ETS control group. She did not use the pretest and used her own final. The attitude survey was completed early in the term. The instructor feels that PLATO has had a great impact on her teaching; it has made it more efficient and interesting.

English Instructor #12 -- continued

Recommendations

The use of PLATO in substantially the same way should be increased in schools and colleges. PLATO in the home as a study aid is desirable but not immediately possible. More effort should be spent debugging lessons and improving their general quality.

English Language Skills



Usage distribution
Totals: 42 students, 120 hours. Average: 2.9

ID NUMBER English Instructor #13

COURSE INFORMATION

Name	English Language Skills
*Enrollment	10/
Schedule	during class; outside of class, terminals not reserved
PLATO Use	replace classwork, review and practice
Roster	no response
Curriculum	no response
Lesson Source	fellow instructor
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	no response
Quantity of Lessons	no response
Quality of Lessons	no response
% Lessons Previewed (approx.)	no response
Sessions Affected by Failure	no response
Would You Use Your Own Time to Improve PLATO Instruction	no response

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 75
Source of PLATO Training	self
Years Teaching	11
Years at this College	7
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #13

General

Because students in English 099 like the mechanics of PLATO and the sense of power over the machine that PLATO produces, they showed greater interest in the class. There is, however, no evidence that PLATO affected their performance greatly. Carry-over from PLATO to other work seems slim; students could successfully complete PLATO lessons but fail class room quizzes on subjects structured similarly to the PLATO material.

PLATO does decrease the contact between the instructor and the student; in "giving one's job up to the machine," the instructor diminishes his opportunity to learn immediately what problems trouble students. This problem is not so great as to prevent this instructor from using PLATO in the future. Scheduling the use of terminals may create problems that may limit PLATO's effectiveness.

PLATO is better than audio-visuals, which do not engage the student's attention; workbooks, which they do not like; homework; and, in spite of its impermanance and non-portability, probably lectures for 099 students. It is equal to a classroom lecture, although a tutor may be superior. PLATO can not provide the person-to-person contact that is necessary and only a teacher can provide.

Use and Lessons

PLATO was used both to replace class time and to supplement the classroom work. PLATO lessons were used to introduce material, although in the future it will be used more for review and practice. A fifteen to thirty minute introduction to the lesson in class improves performance on PLATO.

Sally Wallace's 099 lessons were used. The accompanying handbook was used two to three times in class but was not otherwise used. Not all the available 099 lessons were used; lessons were chosen to fit the syllabus closely and to address recognized student problems. All of Wallace's lessons are comparable in quality, although the lessons on verbs are particularly good. Some lessons might profit from the deletion of an occasional confusing example. The learning level of the lessons was right for the students because the lessons were designed particularly for this course.

Topics which suit PLATO best are those which can be presented as a well organized body of material. Background grammar lessons seem particularly well suited to PLATO and those available were helpful.

Mechanics and Administration

A few mechanical problems arose but were not so inconvenient as to discourage PLATO's use. The instructor did not schedule alternate activities for PLATO interruptions or failures. Some scheduling conflicts were resolved by Bob Grandey. Grandey also established the initial course

English Instructor #13 -- continued

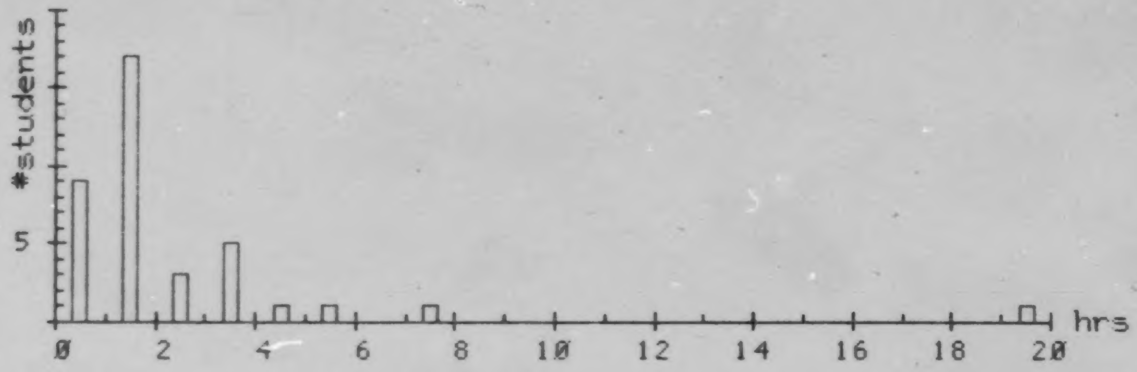
roster; the instructor added additional students when necessary. The instructor used the lessons available and took no active part in managing the curriculum.

The course had no ETS contact.

Recommendations

If PLATO can demonstrate that it produces significant results, the teacher would like to see more well structured bodies of material prepared. She would herself consider designing a series of lessons on figurative language for literature students, including lessons on metaphor and simile, and on paragraphing.

English Language Skills



Usage distribution
Totals: 38 students, 73 hours. Average: 1.9

ID NUMBER English Instructor #14

COURSE INFORMATION

Name	English Language Skills
*Enrollment	8/8
Schedule	during class
PLATO Use	replace classwork, review and practice, supplement homework
Roster	self
Curriculum	fellow instructor
Lesson Source	fellow instructor
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

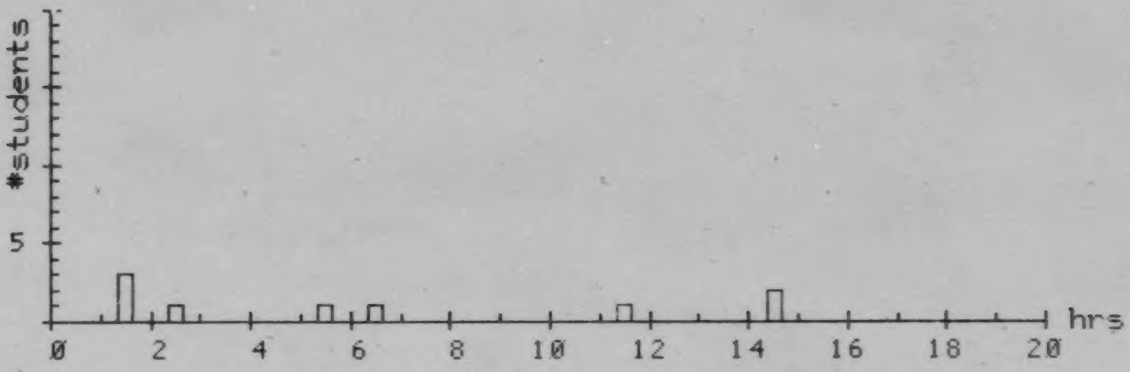
First PLATO Contact	fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 75
Source of PLATO Training	self, site coordinator, fellow instructor
Years Teaching	6
Years at this College	1/2
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #14

No interview conducted.

English Language Skills



Usage distribution
Totals: 9 students, 55 hours. Average: 6.1

ID NUMBER English Instructor #15

COURSE INFORMATION

Name	English Language Skills (2 sections)
*Enrollment	24/16
Schedule	outside of class, terminals not reserved
PLATO Use	extra credit
Roster	self
Curriculum	U of I staff
Lesson Source	U of I staff
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

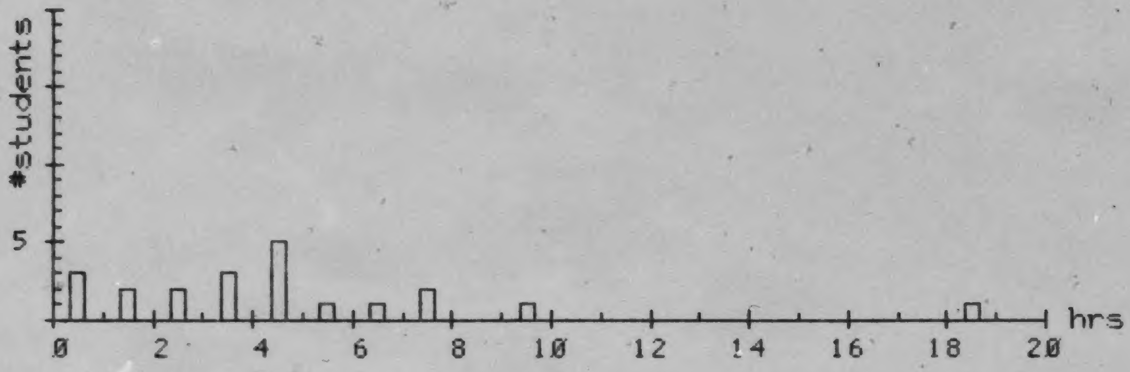
First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 74 - Fall 75
Source of PLATO Training	site coordinator, asst site coordinator
Years Teaching	4
Years at this College	2
Tenure	no

*Term beginning/end

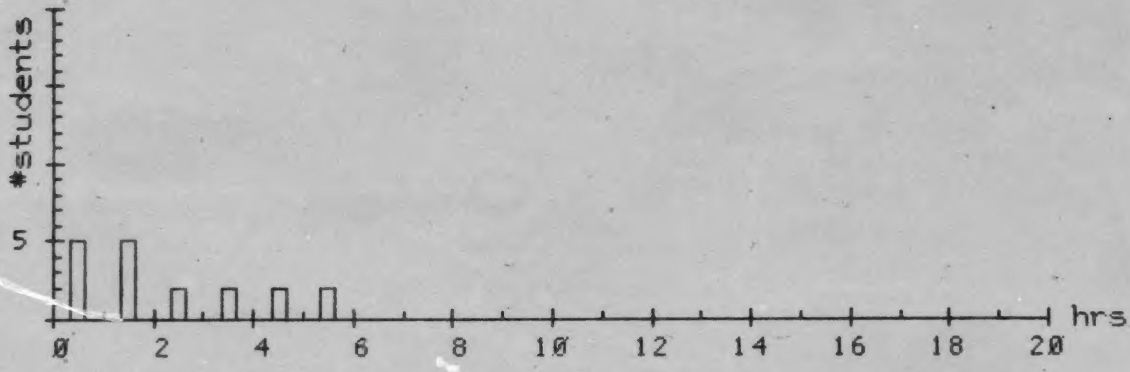
INTERVIEW SUMMARY -- English Instructor #15

No interview conducted.

English Language Skills



Usage distribution
Totals: 21 students, 87 hours. Average: 4.1



Usage distribution
Totals: 18 students, 33 hours. Average: 1.8

ID NUMBER English Instructor #16

COURSE INFORMATION

Name	English Language Skills
*Enrollment	23/
Schedule	during class, as available
PLATO Use	review and practice
Roster	self, asst site coordinator
Curriculum	self
Lesson Source	course catalog
Lesson Preview	some
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	no response
Quantity of Lessons	no response
Quality of Lessons	no response
% Lessons Previewed (approx.)	no response
Sessions Affected by Failure	no response
Would You Use Your Own Time to Improve PLATO Instruction	no response

INSTRUCTOR INFORMATION

First PLATO Contact	U of I staff
U of I Extension Course	Spring 75, Jordan, intro
PLATO Lessons Designed	1
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 75
Source of PLATO Training	credit course, self, U of I staff
Years Teaching	11
Years at this College	3
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #16

General

It is too soon to tell the effect of PLATO on student achievement, although better students have completed more work on PLATO than have slower students. Most students appear to like PLATO, for attendance is better on PLATO days. Most feel that it is something extra in their education, a better technique. One student, however, found it hard to sign on. PLATO's great strength is that it provides individualization of instruction and pace for each student. Its disadvantage is that it provides less feedback to the instructor who may have difficulty keeping track of where each student is.

PLATO is better than audio-visual aids, drill, programmed learning, and tutors. It ranks lower in comparison to almost all other media.

Use and Lessons

PLATO was used during classtime for review and practice in this class in English 100. It was recommended to students that they use it as needed and as terminals were available on their own.

The course used Functional English for Writers, a workbook-text. PLATO lessons were selected from the on-line index to conform to the syllabus and the presentation of the text.

Topics in grammar are best for PLATO including sentence fragments, run-on sentences, internal punctuation, subject-verb agreement, spelling, usage, and plurals. Although the instructor has not reviewed all lessons, those which provide personal reference, that is, the name of the student, and good visual presentation and movement are best. Lessons on the use of the comma and upon identifying direct objects were also identified as particularly good. Lessons in grammar, usage, spelling, and punctuation also most easily fit the syllabus of the course. For this particular class reading skills required in some lessons challenged the class, which was composed of many students who do not read well or follow instructions.

In the future, more branches of the City Colleges of Chicago English departments should participate in lesson development. New lessons in sentence patterns and in adjective-adverb-noun clauses should be added.

Mechanics and Administration

The only mechanical problem was the occasional malfunction of a single terminal and there were no scheduling difficulties; in fact, the instructor had to cancel a PLATO session to use the time for classroom work on sentence patterns.

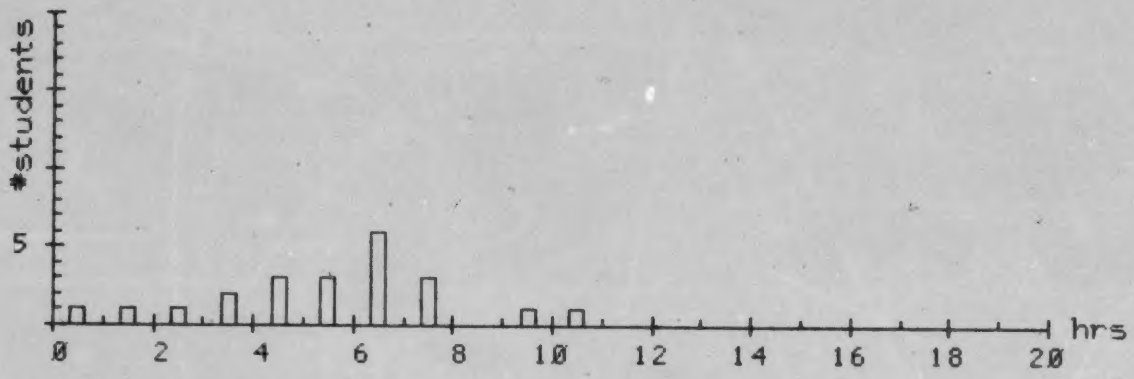
The instructor managed the curriculum and roster of the class and received general help in the use of PLATO from Jim Williamson and Errol Magidson.

English Instructor #16 -- continued

The course had no contact with ETS.

PLATO is an available teaching aid with which the instructor feels comfortable; he hopes that its general effect is beneficial and that students and teachers are less intimidated by it in the future.

English Language Skills



Usage distribution

Totals: 22 students, 112 hours. Average: 5.1

ID NUMBER English Instructor #17

COURSE INFORMATION

Name	English Language Skills
*Enrollment	24/23
Schedule	during class
PLATO Use	review and practice, supplement homework
Roster	self, site coordinator
Curriculum	site coordinator
Lesson Source	course catalog, college PLATO staff
Lesson Preview	no
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	too easy to easy
Quantity of Lessons	more than sufficient
Quality of Lessons	average to high
% Lessons Previewed (approx.)	0
Sessions Affected by Failure	2
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 74 - Fall 75
Source of PLATO Training	site coordinator
Years Teaching	no response
Years at this College	5
Tenure	yes

*Term beginning/end

ID NUMBER English Instructor #17

COURSE INFORMATION

Name	Composition - 1
*Enrollment	23/
Schedule	during class
PLATO Use	review and practice, supplement homework
Roster	self, site coordinator
Curriculum	site coordinator
Lesson Source	course catalog, college PLATO staff
Lesson Preview	no
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	easy
Quantity of Lessons	more than sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	0
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 74 - Fall 75
Source of PLATO Training	site coordinator
Years Teaching	no response
Years at this College	5
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #17

General

Most students are enthusiastic users of PLATO, although in this course those students who had already comprehended the material on mechanics and parts of speech liked PLATO instruction the least. Those students may find PLATO too easy and may prefer the challenge of workbooks. Those same capable students, however, performed best on PLATO, although two or three other conscientious students did equally well. Students without much knowledge of grammar liked PLATO; some admittedly showed no progress, but the same students were unable to work effectively from a text. PLATO can provide an alternate and, frequently, simpler presentation of the teacher's materials in addition to providing reinforcement and encouraging drill. For its purposes, PLATO is better than workbooks or programmed learning; its effectiveness is equal to other forms of media. In sum, PLATO is useful but it is not a panacea for the teacher's problems. Some students still do not know the parts of speech even after three or four weeks of PLATO instruction.

Use and Lessons

PLATO was used during classtime for review and practice and to supplement homework in English 100 and English 101. Its use seems satisfactory and would not be changed in future sections of the same courses.

The class in English 100 used Functional English for Writers for their text; 101 students used Harbrace Handbook, seventh edition, supplemented by worksheets. PLATO lessons were selected to match the syllabi of the courses. The instructor determined the topic she wanted to use on PLATO and Jim Williamson selected the appropriate lessons. Topics which best suit PLATO are basic concepts. The best lessons available are those on paragraphing, kinds of sentences, and paragraphs and clauses. Most of the available lessons seemed to use PLATO's unique characteristics well. Although individual lessons could not be named, many of the PLATO lessons seemed too simple for the class.

In the future, teachers who use PLATO regularly should suggest improvements in the lessons through the various course committees; teachers should actively participate in the design of lessons. Lessons should be developed for expository writing, including lessons on thesis sentences and the organization of longer papers.

Mechanics and Administration

Two or three system crashes interrupted the classes' work although the students remained in the carrels. Only one failure caused the dismissal of the class five minutes early. Scheduling the classes was not a problem.

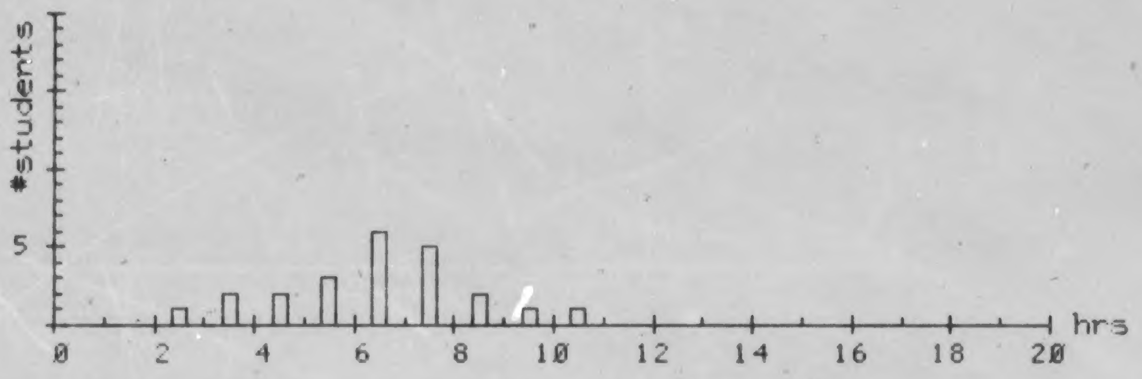
Jim Williamson managed the roster for the classes and selected the PLATO lessons which matched the course syllabi and the needs of the classes as established by the instructor. Errol Magidson, Jim Williamson, and Sanford Rush helped solve general problems with PLATO.

English Instructor #17 -- continued

Only the ETS pretest was given.

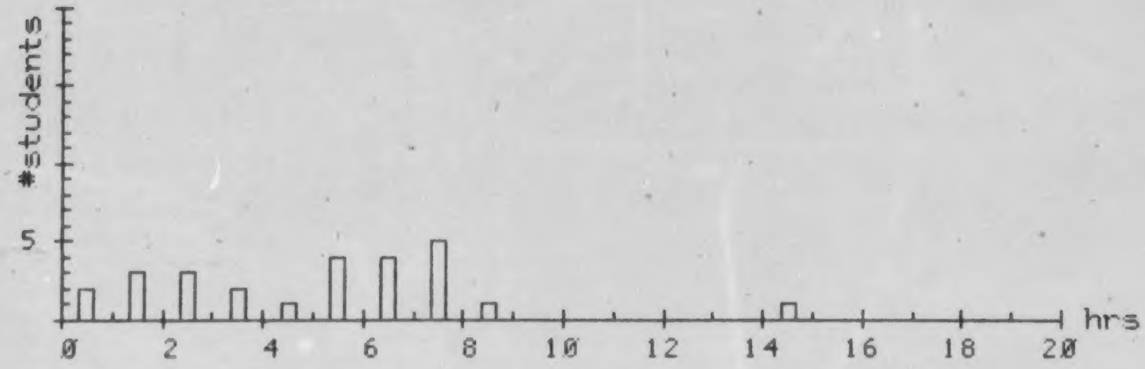
Theoretically at least, PLATO should make the teacher's job easier, but in practice it does not seem to make much difference. It has had little implact on this instructor's classroom teaching and none upon her career.

English Language Skills



Usage distribution
Totals: 23 students, 137 hours. Average: 6.0

Composition - 1



Usage distribution
Totals: 26 students, 120 hours. Average: 4.6

ID NUMBER English Instructor #18

COURSE INFORMATION

Name	English Language Skills
*Enrollment	27/16
Schedule	during class
PLATO Use	replace classwork, review and practice, supplement homework
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	some
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	1
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	Spring 75, Jordan, intro
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 75
Source of PLATO Training	credit course, U of I staff, site coordinator, asst site coordinator
Years Teaching	4
Years at this College	2
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #18

General

PLATO is useful but not without its difficulties as a teaching aid. Students seem to recognize a need for the kind of instruction PLATO provides and participation is heavy, but slower students like it less and many complain they get nothing out of a PLATO lesson. The PLATO class tends to progress more slowly since those having difficulty have to repeat lessons and because use of PLATO causes one day per week to be lost from normal class instruction. Moreover, the instructor had some difficulties seeing the pertinence of PLATO instruction to work in the classroom. PLATO can take over the teacher's work load of review and drill, and therefore frees the instructor for other work. Unfortunately, there are not enough terminals for all students in all classes. Additionally, some bad lessons and the difficulties of typing hamper some students.

PLATO is a better aid than workbooks, texts, programmed learning, or tutors. It is not as successful as homework, class drill, or class discussion. It is approximately equal to audio-visuals and laboratory.

Use and Lessons

PLATO was used in an English 100 class to replace in-class review and practice and to supplement homework. Classtime was scheduled for PLATO use.

The class used the text Functional English for Writers, Form B. Appropriate lessons were selected from the on-line index.

Topics in spelling and descriptive grammar fit PLATO; literature does not. The instructor found no available lessons particularly distinguished, but found that the spelling lessons particularly well suited the syllabus of his course. The LARS lessons all seemed to exploit PLATO's capabilities well. The lesson requiring students to unscramble words to form sentences was too hard for his class. More reading lessons need to be designed and lessons need to provide more branching for students at the lowest level of accomplishment. In the future when problems arise, teachers in the particular disciplines should design the lessons for those problems.

Mechanics and Administration

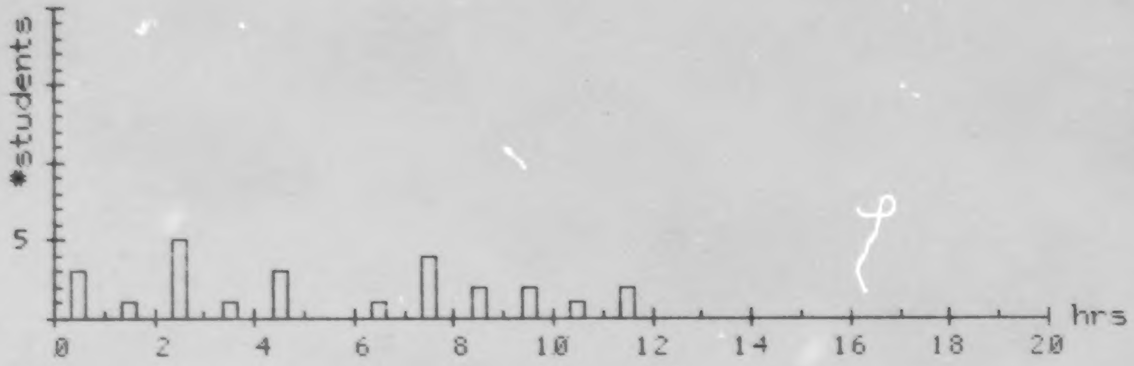
Neither mechanical nor scheduling problems occurred, but some students who wanted to use PLATO outside of class on an as-available basis found some difficulty in obtaining a terminal. Jim Williamson entered the initial student roster and the instructor added others. The instructor managed the curriculum himself.

There was no ETS contact.

PLATO serves as a constant reminder of the continuing progress in pedagogical methods. It will not replace teachers but it may encourage them to spend more time studying newer methods.

English Instructor #18 -- continued

English Language Skills



Usage distribution
Totals: 25 students, 126 hours. Average: 5.0

ID NUMBER English Instructor #19

COURSE INFORMATION

Name	English Language Skills
*Enrollment	21/18
Schedule	during class, as available
PLATO Use	replace classwork, review and practice, supplement homework
Roster	asst site coordinator
Curriculum	self
Lesson Source	course catalog
Lesson Preview	some
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	25%
Sessions Affected by Failure	1
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

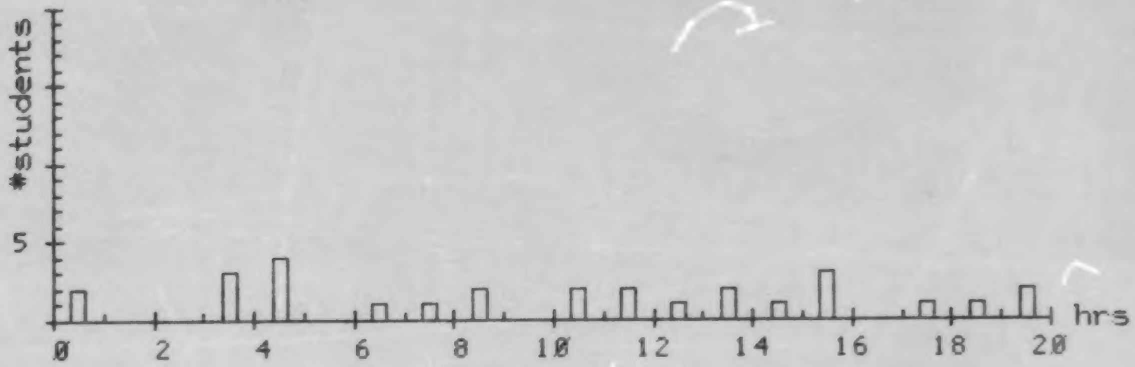
First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 73 - Fall 75
Source of PLATO Training	site coordinator, U of I staff
Years Teaching	6
Years at this College	2 1/2
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #19

No interview conducted.

English Language Skills



Usage distribution
Totals: 28 students, 274 hours. Average: 9.8

ID NUMBER English Instructor #20

COURSE INFORMATION

Name	English Language Skills (3 sections)
*Enrollment	54/53 (total 3 sections)
Schedule	during class
PLATO Use	replace class, review and practice
Roster	asst site coordinator
Curriculum	self, U of I staff
Lesson Source	course catalog
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	2 or 3 (total 3 sections)
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	U of I staff
U of I Extension Course	Spring 75, Jordan, intro
PLATO Lessons Designed	5+
PLATO Lessons Programmed	0
Release Time	Spring 74, Summer 74
Prior PLATO Use	Fall 74 - Fall 75
Source of PLATO Training	credit course, site coordinator, asst site coordinator, U of I staff
Years Teaching	20
Years at this College	20
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #20

General

It is too soon to estimate the effect of PLATO on achievement but minority students did not appear to do as well with PLATO as others, although the sample size was too small to be reliable. PLATO seems to be better for students of average and superior ability but, irrespective of ability, students seem to like it. PLATO offers drill and practice in an unobjectionable way; the student does not fear making a mistake for there is no shame attached to failure. The router, however, causes problems for some; if a student becomes stuck on a problem there is no way to help him out. PLATO is a better medium than workbooks, audio-visuals, class drill, programmed learning, or discussion. It may be the equal of a tutor but it is less satisfactory than lectures, textbook, or homework.

Use and Lessons

PLATO was used during classtime to replace some classroom instruction and for review and practice. The instructor would not change the use of PLATO, although she might expand her usage if more lessons in greater variety were available.

The texts for the course were Locke's Guide to Effective Study, the American Heritage Dictionary, and several programmed exercises in rhetoric. Students also used the LARS router and PLATO lessons selected from the printed catalog to fit the syllabus of the course.

Topics in mechanics are best suited to PLATO, including transitions, summaries, and matching details with topic sentences. The instructor identified the lesson on quotations by Barr and Thompson as particularly good as well as the lesson on subordinate clause structure. Barr's animated lessons are particularly good because they hold class interest. PLATO's unique capabilities are best displayed in Barr's animated lessons, in the instructor's own lesson on quotations, and in the lesson on subject-verb agreement. Lessons in mechanics, sentence structure, and punctuation best fit the instructor's syllabus. The instructor especially singled out the spelling lessons as unhelpful.

In the future, lessons should be developed under the supervision of a committee of interested teachers who can oversee suggestions and work-in-progress to keep out the idiosyncratic in place of universal appeal. Additional lessons should be prepared on the distinction between quotations and italicizations, on transitions, and on vocabulary items that stress present formation of words rather than etmological origins. The router should be improved to let students repeat material on which they need additional practice. Moreover, some lessons should be improved with better directions on each frame.

English Instructor #20 -- continued

Mechanics and Administration

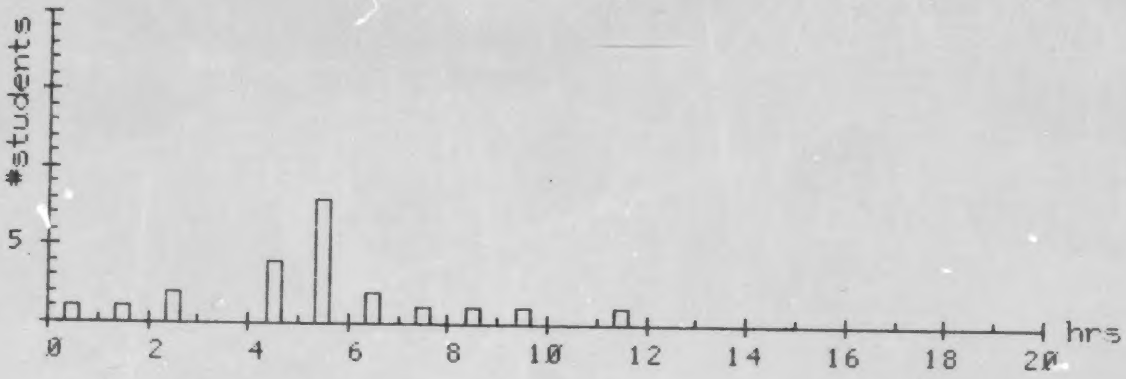
There were few mechanical problems this semester in contrast to previous terms. Most difficulties this term were caused by terminal maintenance. There was no total system failure. No scheduling problems arose.

Alan Meers managed the class roster but the instructor is capable of doing so. Meers and Richard Neapolitan provided assistance with PLATO.

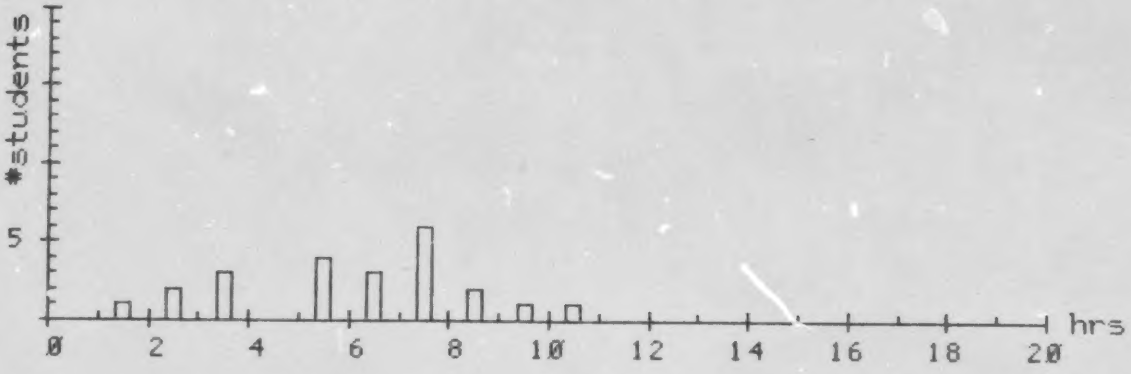
ETS tests and attitude survey were given and provoked more favorable response from students than was expected.

PLATO will not revolutionize the academic world. It will not replace teachers, although it may affect tutoring. It has enabled her to avoid the unenjoyable work of grammar and the necessary drill in class. On the whole, PLATO has made her feel more professional.

English Language Skills



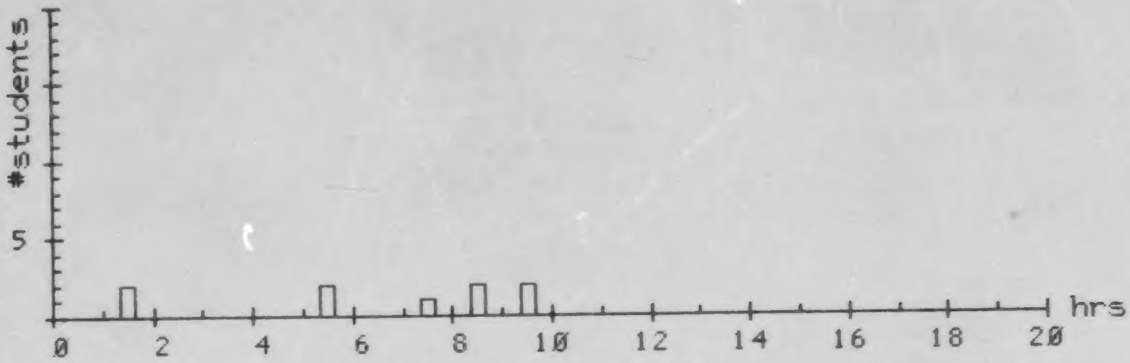
Usage distribution
Totals: 22 students, 108 hours. Average: 4.9



Usage distribution
Totals: 23 students, 129 hours. Average: 5.6

English Instructor #20 -- continued

English Language Skills



Usage distribution
Totals: 9 students, 53 hours. Average: 5.9

ID NUMBER English Instructor #21

COURSE INFORMATION

Name	English Language Skills (2 sections)
*Enrollment	48/38 (total 2 sections)
Schedule	during class
PLATO Use	replace classwork
Roster	self
Curriculum	self
Lesson Source	U of I staff
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	2 (total 2 sections)
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	Spring 75, Jordan, intro
PLATO Lessons Designed	1
PLATO Lessons Programmed	0
Release Time	Spring 75
Prior PLATO Use	Spring 75, Fall 75
Source of PLATO Training	credit course, site coordinator, fellow instructor
Years Teaching	20
Years at this College	11
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #21

General

PLATO is not clearly more effective for slower students, but it is an important motivational aid and sharper students seem to move faster on PLATO. There seems to be no correlation between ability groups and attitude toward PLATO. A cross section of students seem to like it and there is better attendance at PLATO sessions than at non-PLATO sessions. In all, students seem to like class more when they are able to use PLATO.

PLATO's greatest strength is as an alternate form of education which provides motivation. Its greatest weakness is that mechanical failure or defective programming may waste valuable time. Present problems in the English router exacerbate this latter difficulty. PLATO is inferior only to tutors and laboratory; it ranks higher than almost all other alternate forms of instruction, including text, lecture, and class discussion.

Use and Lessons

PLATO was used during classtime to replace traditional classroom instruction and no change is contemplated in the future, although the instructor might not use the router.

In addition to PLATO, the course required Harbrace Handbook and dittoed handouts. As noted, the basic curriculum is provided by the LARS router, although in the future the instructor might pick the lessons herself.

Topics in mechanics are best for diagnostic and supplementary instruction. Some parts of Doris Barr's lessons were singled out as particularly good and the lesson on paragraph organization made the students think. Lessons on sentence structure seemed to use PLATO's characteristics to best advantage. Topics in mechanics, bibliography, footnotes, and logic best fit the instructor's syllabus. Comments on learning level were restricted to an evaluation of the router. Some of its materials are too easy and some too long or difficult. Some students became hopelessly lost, spending as much as two weeks on simple materials. Specifically in point, it is too much to expect students to get fifty items right on plurals or possessives before they can move on.

In the future, new materials should be developed in response to student needs with the assistance and advice of the PLATO English Editorial Board. New lessons on paragraph development should be written, especially a lesson asking students to identify and isolate the concrete details within a paragraph. New and existing lessons should be subjected to constant review to delete marginally important material.

Mechanics and Administration

Terminal malfunction and maintenance remained a problem this term but were not as bad as prior semesters. Either mechanical or programming failure of the LARS router subjected students to the same lessons over and over again. One total failure of the system, twenty minutes before the end

English Instructor #21 -- continued

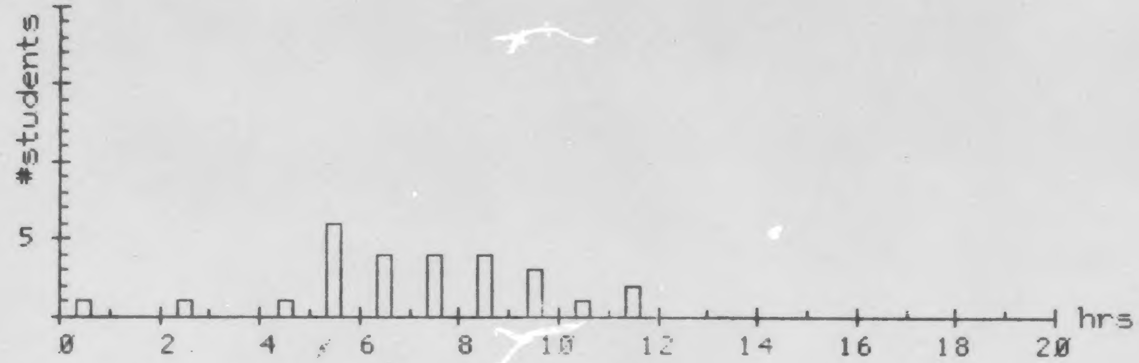
of the period, occurred but alternate class materials were substituted. No scheduling problems arose.

The instructor has taken an extension course in PLATO in Spring 1975, and she managed her own curriculum and roster. Tom Lenehen, Jim Williamson, and Al Meers provided assistance in the use of PLATO.

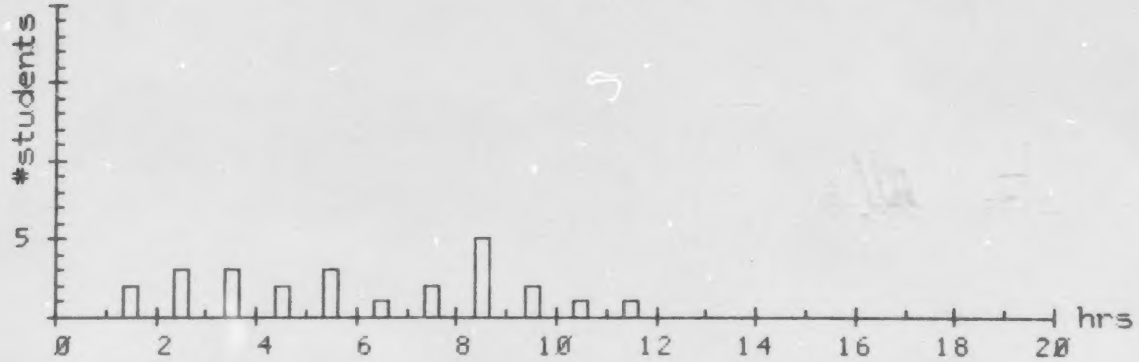
ETS pretests, posttests, and attitude surveys were given. The objective tests are fairly good in some areas, although perhaps too difficult.

As an auxiliary tool, PLATO will not replace the teacher. In this course, it has obliged the instructor to move more slowly in class and to think in smaller units of material to be covered. Experience and competence in the use of PLATO may have resulted in the instructor's teaching more remedial courses than she might otherwise have.

English Language Skills



Usage distribution
Totals: 27 students, 179 hours. Average: 6.6



Usage distribution
Totals: 25 students, 139 hours. Average: 5.6

ID NUMBER English Instructor #22

COURSE INFORMATION

Name	English for Foreign Students
*Enrollment	10/10
Schedule	during class; outside of class, terminals not reserved
PLATO Use	replace classwork, replace homework
Roster	self
Curriculum	self, U of I staff
Lesson Source	course catalog
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	1
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 75
Source of PLATO Training	site coordinator, asst site coordinator, U of I staff
Years Teaching	9
Years at this College	8
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #22

General

PLATO is an effective medium for English as a Second Language instruction, even for those who do not understand English well. Students seemed to like it better, perhaps because it is less tedious and because it offers no criticism which might be harsh or discouraging. The more able the student, the better he responds to PLATO. For the instructor, PLATO eliminates the need for pencil and paper correction. For the student, it provides self-pacing and the freedom from intimidating correction. The only disadvantage the instructor noted was that students sometimes forget their sign-ons.

PLATO is not as satisfactory as a tutor or lab, and, possibly, not as satisfactory as homework, text, or programmed learning. It is better than the other suggested media and forms of instruction.

Use and Lessons

PLATO was used during classtime and out of classtime on a non-scheduled basis to replace classroom instruction and to replace homework. ESL lessons were selected from the printed index and used in order.

Topics presented in the lessons "esl1" through "esl7" suit PLATO. Lessons dealing with present and future tenses of verbs were singled out as particularly good. Lessons in the ESL series fit the instructor's syllabus nicely and the learning level has, so far, provoked no complaints. The instructor notes, however, that the lessons in the ESL series did not particularly effectively exploit the resources of PLATO and could profit from much more animation.

New ESL lessons should be prepared by City Colleges of Chicago teachers. New basic grammar drills should be added and present lessons improved. More effective routing for the ESL lessons would be of benefit.

Mechanics and Administration

Although there were no total failures of the system, transmission lines once jammed. Moreover, students tended to forget necessary code words. While no scheduling problems occurred, the instructor would like to have more time for the unscheduled use of PLATO.

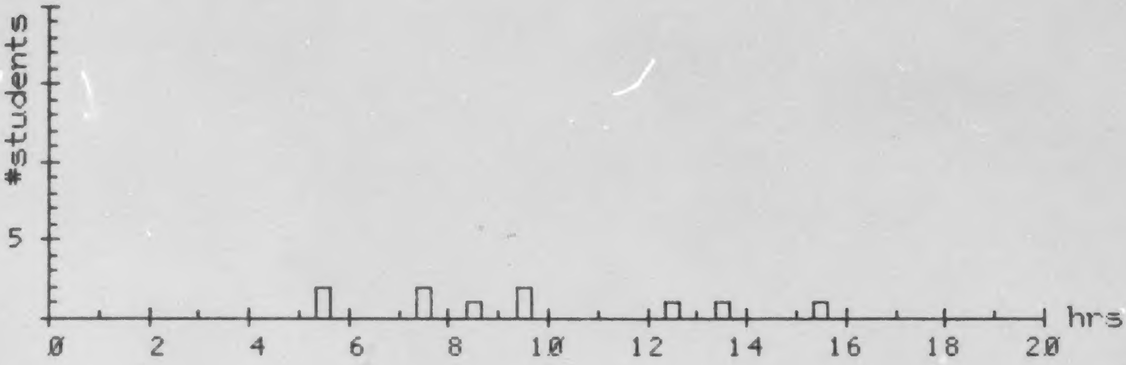
The instructor managed his own course roster and Jim Williamson provided help when problems arose.

The course had no contact with ETS.

PLATO eliminates a good deal of drudgery from teaching and has made the instructor's classroom work a good deal more easy. He foresees his possible increased use of PLATO in the future.

English Instructor #22 -- continued

English for Foreign Students



Usage distribution
Totals: 10 students, 90 hours. Average: 9.0

ID NUMBER English Instructor #23

COURSE INFORMATION

Name	Developmental Composition - 1
*Enrollment	20/20
Schedule	during class, as available
PLATO Use	review and practice
Roster	site coordinator
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	1
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	no response
PLATO Lessons Designed	no response
PLATO Lessons Programmed	no response
Release Time	no response
Prior PLATO Use	Fall 75
Source of PLATO Training	self, site coordinator, asst site coordinator, U of I staff
Years Teaching	5
Years at this College	5
Tenure	no

*Term beginning/end

ID NUMBER English Instructor #23

COURSE INFORMATION

Name	Composition - 1 (2 sections)
*Enrollment	40/40 (total 2 sections)
Schedule	during class, as available
PLATO Use	review and practice
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	1
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	no response
PLATO Lessons Designed	no response
PLATO Lessons Programmed	no response
Release Time	no response
Prior PLATO Use	Fall 75
Source of PLATO Training	self, site coordinator, asst site coordinator, U of I staff
Years Teaching	5
Years at this College	5
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor # 23

General

PLATO seems to have had no influence on this instructor's students with the exception of four Spanish speaking students who may have profited by it. As the novelty of PLATO wore off, some students seemed to be hampered by slow typing and reading skills. Moreover, students who did like it did not necessarily demonstrate the skills they claimed they had learned on PLATO. PLATO's greatest advantage is that it permits the instructor to work independently with students while others are performing routine drill assignments on PLATO. Its greatest disadvantage is that it can not conduct a true dialogue with the student. On the whole, the instructor ranks PLATO as better than lecture and equal to workbooks and drill and worse than other available instructional media.

Use and Lessons

The text for the course was Creative Compositions supplemented by handouts and films. Appropriate PLATO lessons were selected by Jim Williamson for the instructor. In the future, the instructor plans to pick his own lessons to supplement a new text English 3200.

Topics in mechanics are best suited to presentation on PLATO, although individual lessons were not identified as particularly good or unsatisfactory. The instructor did not single out any lessons as using PLATO's special characteristics well. Lessons in mechanics best suit the instructor's syllabus. Some lessons in the router, especially those on sentence formulation, seemed too difficult for his classes and some of the pretests were misleading, containing examples he considered ambiguous.

The instructor makes no recommendations for the improvement of present lessons but he would like to see new lessons developed in analyzing the structure of writing, identifying key words in a paragraph, and reading for comprehension.

In the future, the instructor would like to use PLATO on an individualized referral basis, establishing a sequence of courses for individual students to solve individual problems.

Mechanics and Administration

On two separate occasions there were total system failures but the instructor had material prepared for alternate instruction. No scheduling problems arose.

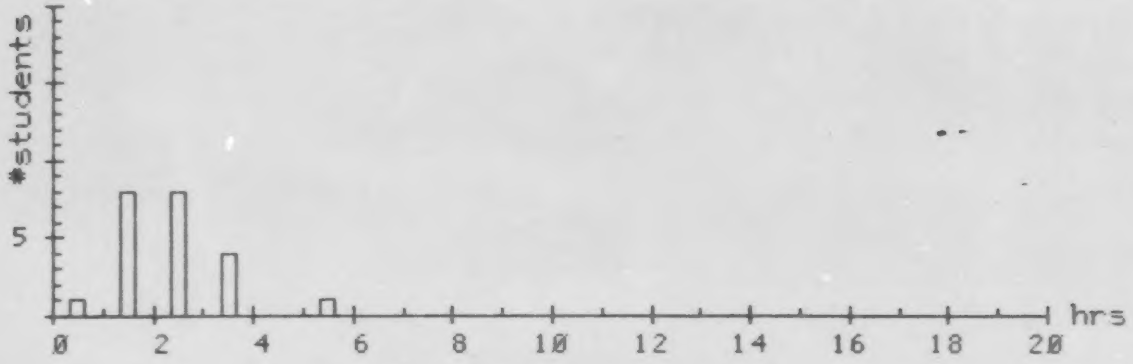
The instructor managed his own roster and curriculum and Mr. Tabba and Ms. Sweany provided assistance in the use of PLATO.

The course had no ETS contact.

The instructor concludes that PLATO may have a bad influence on the teaching profession. He fears that in some cases it may replace teachers. So far, it has had no effect on his classroom work and no effect on his career.

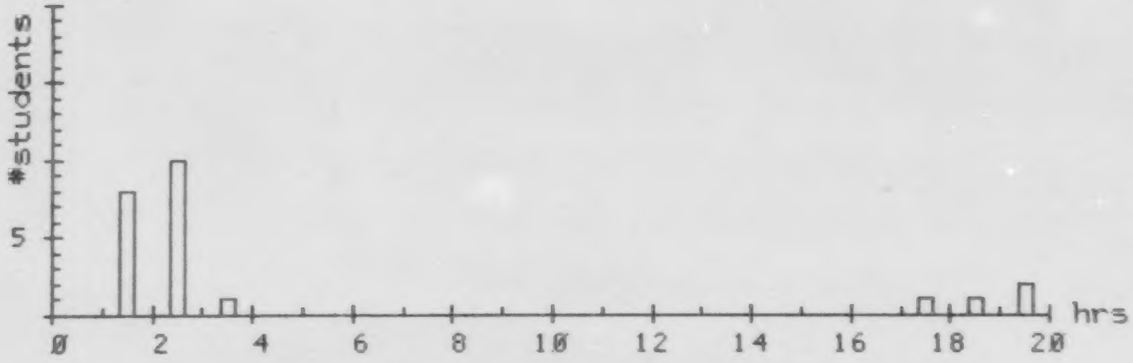
English Instructor #23 -- continued

Developmental Composition - 1

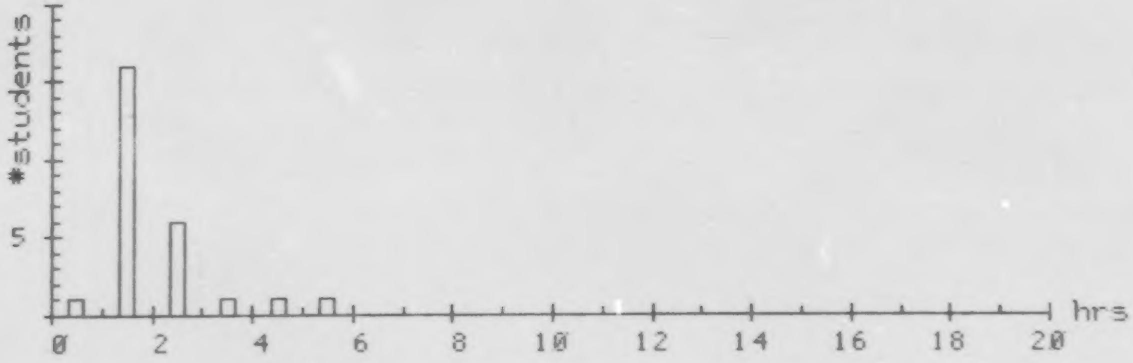


Usage distribution
Totals: 22 students, 41 hours. Average: 1.9

Composition - 1



Usage distribution
Totals: 23 students, 109 hours. Average: 4.7



Usage distribution
Totals: 26 students, 40 hours. Average: 1.5

ID NUMBER English Instructor #24

COURSE INFORMATION

Name	Developmental Composition - 1
*Enrollment	31/12
Schedule	during class
PLATO Use	review and practice
Roster	site coordinator, asst site coordinator, U of I staff
Curriculum	self, U of I staff
Lesson Source	course catalog
Lesson Preview	some
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	no opinion
Quantity of Lessons	more than sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	less than 25%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	no response
PLATO Lessons Designed	no response
PLATO Lessons Programmed	no response
Release Time	no response
Prior PLATO Use	Fall 75
Source of PLATO Training	asst site coordinator, U of I staff
Years Teaching	7
Years at this College	1
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #24

General

PLATO must be considered a failure in this instructor's classes. A non-volunteer for PLATO, the instructor took over a class already in progress; his students were the least academically qualified and he was alarmed over the massive attrition in his PLATO class. Moreover, students complained bitterly about the router and its endless repetition. Only about 50% of his students could be counted upon to attend the PLATO sessions in spite of the fact that enthusiasm for PLATO was initially high. Under these circumstances, it is difficult, at the very least, to estimate what effect PLATO may have had on achievement among his students. While PLATO may not be worse than a text, programmed learning, or laboratory, it is clearly not superior to any other form of instruction.

Use and Lessons

PLATO was used during classtime for review and practice. In the future, PLATO should be made optional as a tutor for those with severe grammar problems and who wish to use it.

Fromme's The Art of Loving; Man's Search for Meaning; and Writing Lab were the texts for the course. PLATO lessons had already been selected by the previous instructor. In the future, this teacher would prefer to let each student choose the lessons which interest him from a broad range of possibilities.

The instructor is too new to PLATO to know which topics and lessons best suit PLATO as a medium. He suggests the topics in punctuation, and that a separate optional course in grammar might be set up on PLATO. Lessons on punctuation and grammar best fit his syllabus and their learning level seemed appropriate for his class. PLATO lessons might profitably be shorter to allow time for class discussion of the material.

Mechanics and Administration

No scheduling problems occurred and there was only one total failure of the system. However, the router failed to work for several students who were subjected to seemingly endless repetition of the same material.

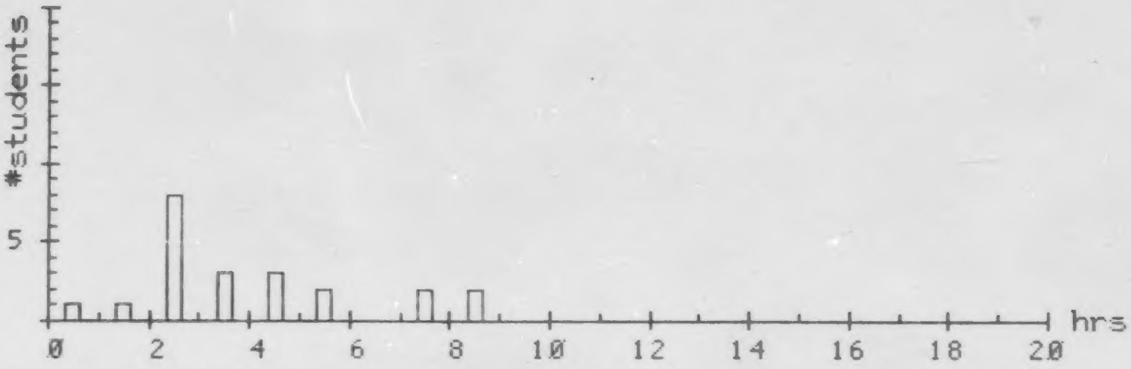
Jim Williamson and Mits Yamada managed the class roster. Williamson also provided regular PLATO assistance.

ETS pretests, posttests, and attitude surveys were given.

PLATO has not affected this teacher's classroom teaching nor his career. He thinks it might be useful as an optional aid but it has been most unsatisfactory as an integral part of his course.

English Instructor #24 -- continued

Developmental Composition - 1



Usage distribution
Totals: 22 students, 78 hours. Average: 3.5

ID NUMBER English Instructor #25

COURSE INFORMATION

Name	Developmental Composition - 1
*Enrollment	15/15
Schedule	during class, as available
PLATO Use	replace classwork
Roster	self, asst site coordinator
Curriculum	self, U of I staff
Lesson Source	U of I staff, course catalog
Lesson Preview	no
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	ca. 1/3
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

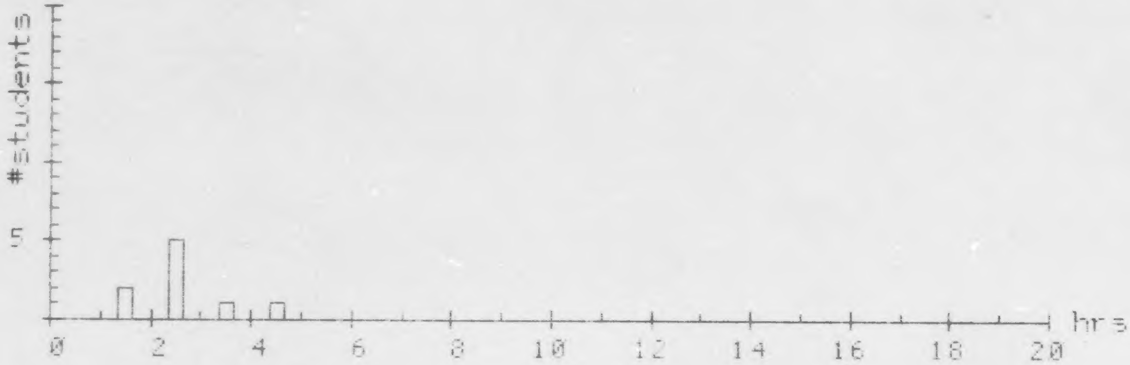
First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 75, Fall 75
Source of PLATO Training	U of I staff
Years Teaching	7
Years at this College	2
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #25

No interview conducted.

Developmental Composition - 1



Usage distribution

Totals: 9 students, 19 hours. Average: 2.1

ID NUMBER English Instructor #26

COURSE INFORMATION

Name	Developmental Composition - 1 (2 sections)
*Enrollment	57/30
Schedule	during class; outside of class, terminals not reserved
PLATO Use	review and practice
Roster	self, asst site coordinator
Curriculum	self
Lesson Source	course catalog
Lesson Preview	some
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	too easy
Quantity of Lessons	more than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 74 - Fall 75
Source of PLATO Training	self, site coordinator, asst site coordinator, U of I staff, fellow instructor, others
Years Teaching	4
Years at this College	2
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #26

General

PLATO has provoked more achievement in the past than it has this semester. This instructor saw some slow students use PLATO this past summer to catch up to the rest of the class by putting in many hours of their own time, but the same phenomenon has not occurred this term. Moreover, the router may be doing a positive disservice; slower students have no one to explain their difficulties, sharper students zip through without appreciating the material, and average students may know it already. Moreover, there is no interpersonal relationship between the student and the machine, and lessons frequently do not tell why something is wrong -- they simply provide a raw score. Finally, in the router, students can not move on to the next block when they encounter impossible difficulties nor can they sign off and return at the same place at a later time, contrary to the expectations of teachers.

Use and Lessons

The best topics available are those on usage, subject-verb agreement, and sentence structure. Among the available lessons, "diction" is an excellent introduction to dictionary skills. Those lessons use PLATO most effectively which explain choices to students and do not tolerate blind guessing. Non-router lessons which the instructor used last semester best fit his syllabus. In the future, lessons should be shorter and should provide greater explanation for mistakes.

Mechanics and Administration

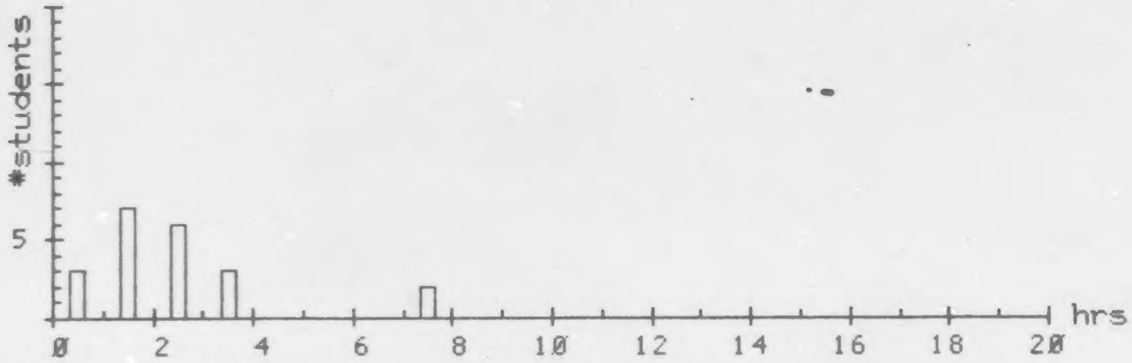
No mechanical difficulties occurred, unless the inflexible program of the router system referred to above is considered to be mechanical. No scheduling problems arose. Either the instructor or Joan Sweany entered the students for the class. Several faculty and staff members provided assistance, including Joan Sweany, Mits Yamada, Barbara Geaither, and Jim Williamson.

ETS pretests and posttests were given, although changes in the class roster meant that some students who took the posttest had not previously taken the pretest.

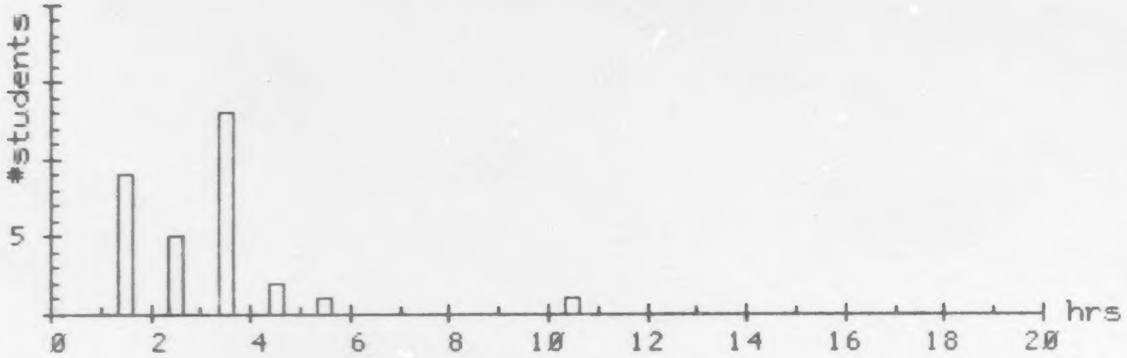
While PLATO is a valuable aid which could be made more valuable by greater accessibility of information and by better explanation, its technical unreliability and the present state of its materials, especially the router, make it incapable of replacing a teacher. It can have a positive effect if used properly and if working satisfactorily. It eliminates limitation to the text and can bring new perspectives into the class.

English Instructor #26 -- continued

Developmental Composition - 1



Usage distribution
Totals: 21 students, 42 hours. Average: 2.0



Usage distribution
Totals: 31 students, 81 hours. Average: 2.6

ID NUMBER English Instructor #27

COURSE INFORMATION

Name	Developmental Composition - 1 (2 sections)
*Enrollment	61/42 (total 2 sections)
Schedule	during class
PLATO Use	review and practice, supplement homework
Roster	self
Curriculum	self
Lesson Source	course catalog, fellow instructor
Lesson Preview	most
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	less than sufficient
Quality of Lessons	very high
% Lessons Previewed (approx.)	less than 100%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

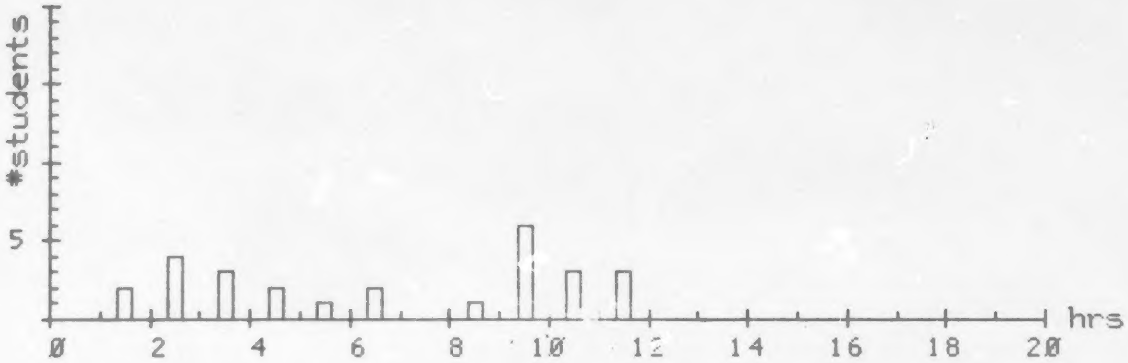
First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 73 - Fall 75
Source of PLATO Training	self, site coordinator, asst site coordinator, fellow instructor
Years Teaching	4
Years at this College	4
Tenure	no

*Term beginning/end

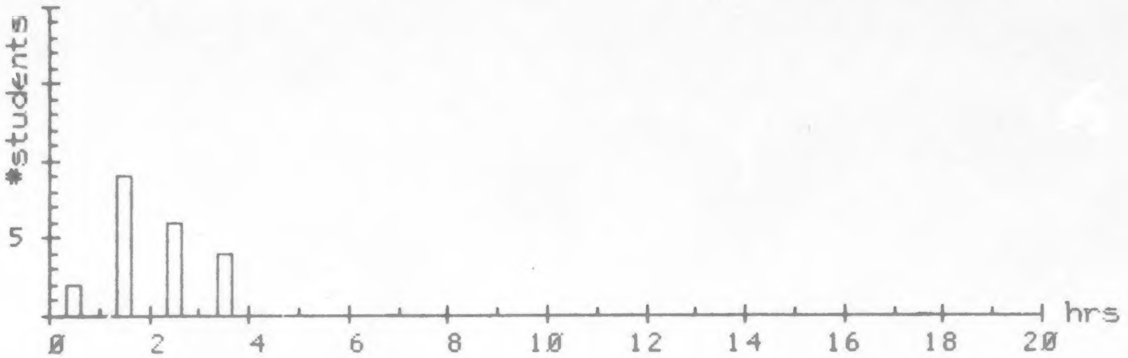
INTERVIEW SUMMARY -- English Instructor # 27

No interview conducted.

Developmental Composition - 1



Usage distribution
Totals: 27 students, 169 hours. Average: 6.3



Usage distribution
Totals: 21 students, 33 hours. Average: 1.6

ID NUMBER English Instructor #28

COURSE INFORMATION

Name	Developmental Composition - 1
*Enrollment	28/5
Schedule	during class; outside of class, terminals not reserved
PLATO Use	review and practice, supplement homework
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	some
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	25%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 75
Source of PLATO Training	asst site coordinator, U of I staff
Years Teaching	1
Years at this College	1
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor # 28

General

PLATO has had no measurable effect on the achievement of the class. Some students respond favorably to PLATO, especially the sharper students, but PLATO use appears to cut class attendance. PLATO is a better alternative for classroom instruction than workbooks. With PLATO the student must concentrate and must continue until he obtains the right answer. Moreover, it provides a personalized instruction that the printed media can not. Its principal disadvantages may lie in its mechanics or programming; students must re-do exercises that they have completed when they are interrupted or if they are not finished when the class period ended. In general, PLATO is a better alternate form of instruction than homework, programmed learning, or laboratory.

Use and Lessons

PLATO was used during classtime and on a non-scheduled basis outside of class to provide review and practice and to supplement homework.

The text for the course, a class in English 101, was Creative Compositions, supplemented by the use of audio-cassettes. PLATO lessons were selected to complement the classwork and were chosen from the course catalog of PLATO lessons.

The best topics available are those on methodology, for example, bibliography and footnotes, and grammar. Although the instructor has not evaluated all the lessons, the lessons on restructuring a sentence from a string of words made the students think and required of them more activity than merely multiple choice. That lesson also demonstrated the proper use of PLATO's special capabilities. Grammar exercises best fit the instructor's syllabus and the lessons in them were neither too difficult nor too easy.

In the future, the instructor would like to see PLATO lessons coordinated with materials to be used in class in order to be able to cover the topic in class first before using PLATO for review and reinforcement. New lessons should be developed on identifying the parts of an essay, identifying thesis sentences, and analyzing logic. Such lessons might be cast in the form of skill games.

Mechanics and Administration

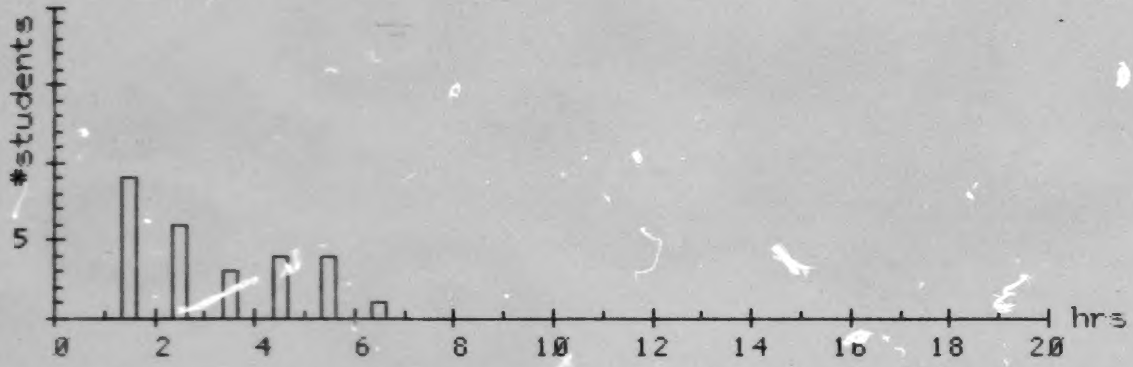
Neither mechanical nor scheduling problems occurred. The instructor managed her own class roster and curriculum, sometimes with the help of Jim Williamson and Joan Sweany, both of whom also provided general assistance in the use of PLATO.

Because PLATO can not answer unplanned questions, it can not displace the teacher from the classroom. It may have considerable effect, especially in the sciences, but to date it has had no effect upon her career.

The course had no contact with ETS.

English Instructor #28 -- continued

Developmental Composition - 1



Usage distribution
Totals: 27 students, 72 hours. Average: 2.7

ID NUMBER English Instructor #29

COURSE INFORMATION

Name	Composition - 1
*Enrollment	24/24
Schedule	during class; outside of class, terminals not reserved
PLATO Use	replace classwork, review and practice, replace homework
Roster	self, site coordinator
Curriculum	site coordinator, asst site coordinator
Lesson Source	fellow instructor, course catalog
Lesson Preview	some
ETS	no

COURSE EVALUATION

Level of Lessons	difficult
Quantity of Lessons	sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	25%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

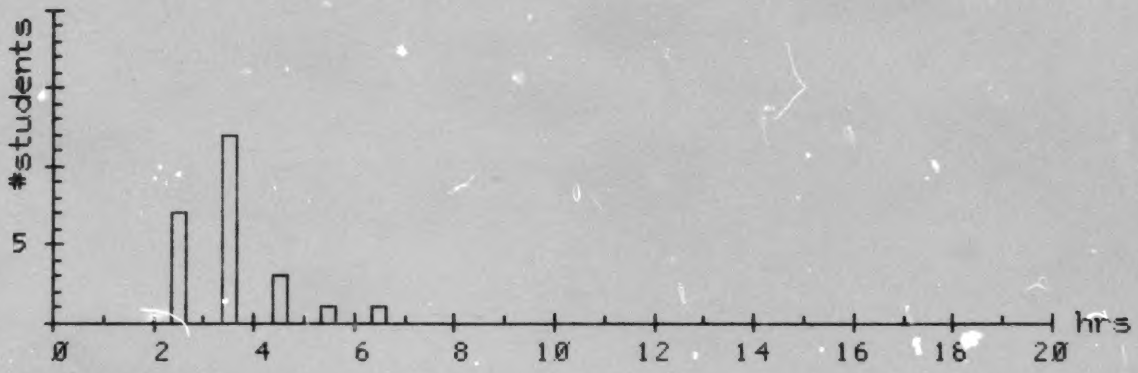
First PLATO Contact	fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	1 (jointly with another instructor)
Release Time	none
Prior PLATO Use	Fall 75
Source of PLATO Training	site coordinator, asst site coordinator
Years Teaching	9
Years at this College	1/2
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #29

No interview conducted.

Composition - 1



Usage distribution
Totals: 24 students, 73 hours. Average: 3.0

ID NUMBER English Instructor #30

COURSE INFORMATION

Name	Composition - 1
*Enrollment	25/17
Schedule	during class
PLATO Use	replace classwork, supplement homework
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	no
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	25%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	Summer 72, Videbeck, intro; Fall 74, Jordan, intro; Spring 75, Jordan, advanced
PLATO Lessons Designed	1
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 74 - Fall 75
Source of PLATO Training	credit courses, site coordinator, asst site coordinator, U of I staff
Years Teaching	11
Years at this College	3
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #30

General

Of the instructor's classes, that which used PLATO actually achieved less, but the students enjoyed the work more since they could work at their own pace. Some ten to twenty students liked PLATO better than other forms of instruction. Students who are less academically committed seem to like it more. PLATO's greatest strength is its capability for individualized assistance; its drawback is its mechanical difficulties. PLATO is better than a workbook, audio-visual aids, laboratory, or lecture but it is not as satisfactory as homework, text, or class drill. It is difficult to compare to other media.

Use and Lessons

Three texts, the Harbrace Handbook, Patterns of Exposition, and Vocabulary for the College Bound, were required. Students used the router to select the lessons which addressed their individual needs.

Topics in grammar and punctuation and general mechanics are best suited to PLATO. Lessons on pronouns seemed to be the best since there seemed to be ample material available for illustration. All the available lessons fit the course syllabus and none seemed too easy or too hard. All lessons need to be constantly reviewed and perhaps rewritten to accomodate differing pedagogical approaches. Moreover, reading lessons should be added. Other future lessons should be written to respond to identifiable student needs.

Mechanics and Administration

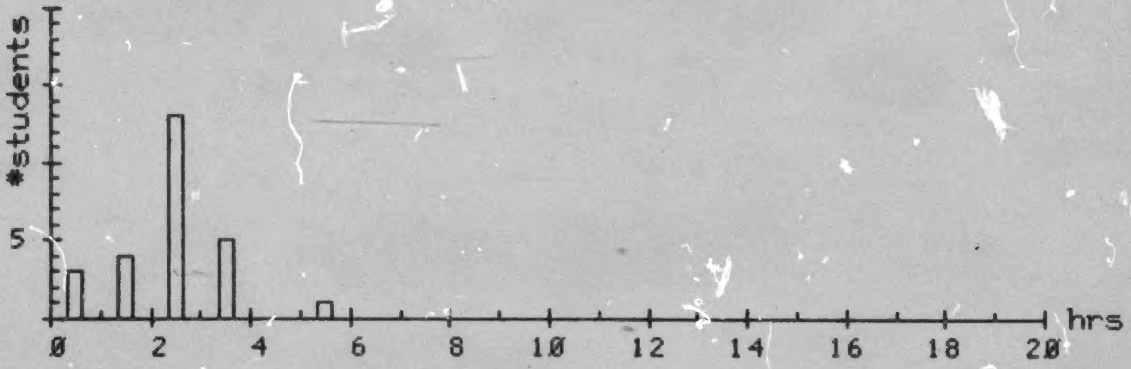
Although there were no total failures of the system, sometimes students could not get the next frame to appear and often instructions were lacking in the program. Other than the fact that an 8:00 a.m. time-slot was not available, there were no scheduling problems. Jim Williamson helped to enter the class roster; the curriculum was automatically provided. Errol Magidson, Bob Taylor, and Jim Williamson have assisted the instructor with PLATO.

ETS pretests, posttests, and attitude surveys were given. While the instructor is happy that the tests exist, he does feel they have too many questions for the time provided.

PLATO will be well received in the profession generally. PLATO's assumption of the burden of teaching grammar has given the instructor a psychological relief and has freed classtime for other work, although PLATO has, so far, made no measurable impact on his career.

English Instructor #30 -- continued

Composition - 1



Usage distribution

Totals: 26 students, 50 hours. Average: 1.9

ID NUMBER English Instructor #31

COURSE INFORMATION

Name	Composition - 1
*Enrollment	30/22
Schedule	during class
PLATO Use	replace classwork
Roster	asst site coordinator
Curriculum	self, site coordinator, U of I staff
Lesson Source	course catalog
Lesson Preview	some
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	25%
Sessions Affected by Failure	2
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

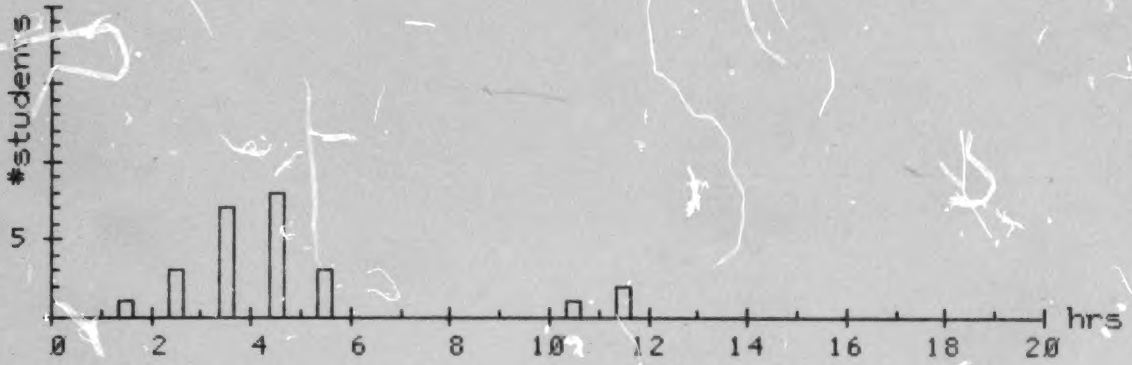
First PLATO Contact	fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 74 - Fall 75
Source of PLATO Training	site coordinator, asst site coordinator, U of I staff
Years Teaching	13
Years at this College	13
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #31

No interview conducted.

Composition - 1



Usage distribution
Totals: 25 students, 107 hours.   Average: 4.3

ID NUMBER English Instructor #32

COURSE INFORMATION

Name	Composition - 1
*Enrollment	25/22
Schedule	during class
PLATO Use	replace classwork, review and practice
Roster	self
Curriculum	self
Lesson Source	U of I staff
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	variable
Quantity of Lessons	more than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	1
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	no response
Release Time	none
Prior PLATO Use	Summer 75, Fall 75
Source of PLATO Training	site coordinator
Years Teaching	8
Years at this College	8
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #32

General

The influence of PLATO on achievement is minimal at best. It is better for sharper students who are able to assimilate the LARS material easily. Attitude toward PLATO does not seem related to ability; across the range of abilities, some find it superior and an equal number "cut" class on PLATO days. PLATO's great advantage is that it increases time for individual work and teacher consultation. Additionally, it provides variety and it is more fun than a workbook. Its disadvantage is that its use does not fit neatly with the scheduled hours provided; PLATO lessons frequently take longer than the one hour increments assigned. Moreover, it is difficult to keep PLATO and non-PLATO classes running together. PLATO is better than workbooks, audio-visual aids, homework, or a text. It is not as satisfactory as lecture, tutors, or discussion and impossible to rank with drill or [illegible].

Use and Lessons

PLATO was used during classtime to replace some classroom instruction and for review and practice. In the future, the instructor would like greater flexibility in his use of PLATO. He would like to send students as a class less often and encourage casual use on an as-needed basis in topics on basic usage.

The texts for the course were Writing Apprenticeship, third edition, by Norman Britton and One Flew Over the Cuckoo's Nest by Ken Kesey. Appropriate PLATO lessons were suggested by University of Illinois staff members. Lessons were selected to address the basic writing problems of English 101 students.

Topics in grammar, mechanics, and usage that would normally be contained in a handbook are best suited to PLATO. Topics in grammar best suit his syllabus. No lessons were too hard for his class but some were too long, although there is such a broad spectrum of ability among his students it is difficult to make a generalization about learning level. The lesson on editing a paragraph employed PLATO's special characteristics most effectively.

In the future, users should write the lessons with a minimum of supervisory or administrative interference. Newer lessons should be developed on writing, especially on the term paper. Present lessons need to be made clearer, especially by the addition of more consistent directions in the router. Students should be able to exit the router when they encounter impossible difficulties. Moreover, some router sequences are too long. In general, specially selected lessons work more effectively than do router lessons.

Mechanics and Administration

One total system failure occurred during the semester and, on one occasion, there was no technical assistant in the laboratory for an 8:00 a.m. class. Additionally, one student had trouble signing in and with her password. Alternate material was prepared in the event of a PLATO failure. No significant scheduling problems occurred.

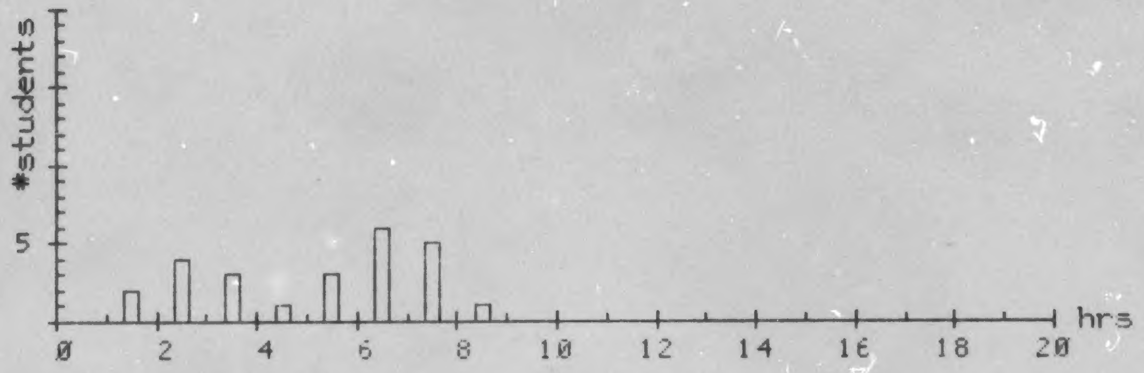
English Instructor #32 -- continued

The instructor managed his own course roster and curriculum; Jim Williamson and Rita Silveri supplied additional help using PLATO.

ETS tests were given and the instructor is well satisfied with the tests.

The effect of PLATO on the teaching profession may be minimal, perhaps limited to supplementing the text and replacing workbooks. It has not significantly affected his classroom work and, on the whole, has had little effect on his career.

Composition - 1



Usage distribution
Totals: 25 students, 117 hours. Average: 4.7

ID NUMBER English Instructor #33

COURSE INFORMATION

Name	Composition - 1 (2 sections)
*Enrollment	55/67 (total 2 sections)
Schedule	during class
PLATO Use	replace classwork, review and practice, supplement homework
Roster	self
Curriculum	self
Lesson Source	instructor's own lessons
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	no response
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college administration
U of I Extension Course	none
PLATO Lessons Designed	5+
PLATO Lessons Programmed	5+
Release Time	Fall 73 - Spring 75
Prior PLATO Use	Fall 73 - Fall 75
Source of PLATO Training	U of I staff
Years Teaching	8
Years at this College	8
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #33

General

PLATO requires both the student's attention and his participation and makes him do the work. In general, students like PLATO, especially the less able who like the sense of power over the machine. After initial enthusiasm wears off students continue to use it and do the work. PLATO provides necessary encouragement and flattery, and its privacy reduces the embarrassment in correcting students' errors. Additionally, it provides an instant response and can simplify the presentation of complex points. Finally, it changes the intimidating image of the traditional English teacher. PLATO's principal disadvantage is that it encourages "repair work" rather than creation, with which most of composition is concerned, an area for which PLATO is not particularly well suited.

Textbooks are still best for the print-oriented student. PLATO is better than most audio-visuals but not as good as a tutor for teaching writing technique. It is better than workbooks which can not provide response or reinforcement.

PLATO improves student scoring. The instructor's non-PLATO class moved faster through the course material but did not learn it as thoroughly as the PLATO class. Specifically in point, the non-PLATO class did not do as well on the lesson on quotations as the PLATO class.

Use and Lessons

Although until this year the instructor had used PLATO only as a supplemental aid, this year she made it an integral part of two sections of Composition for Career Students. The text used was Writing for Occupational Education by Laster and Pickett. The instructor used only the PLATO lessons which she has written.

PLATO is especially useful for lessons which replace drill or which introduce new concepts simply. Of her own lessons, the instructor prefers those which require touch response and would, if it were possible, revise all her lessons to replace typed answers with touch responses. She would particularly like to write a compound lesson which would draw together all the work on gerunds and infinitives and another on noun clauses and conjunctions.

Mechanics and Administration

No significant scheduling or mechanical problems occurred. The instructor manages her own curriculum and her own roster. ETS pre- and posttests were given.

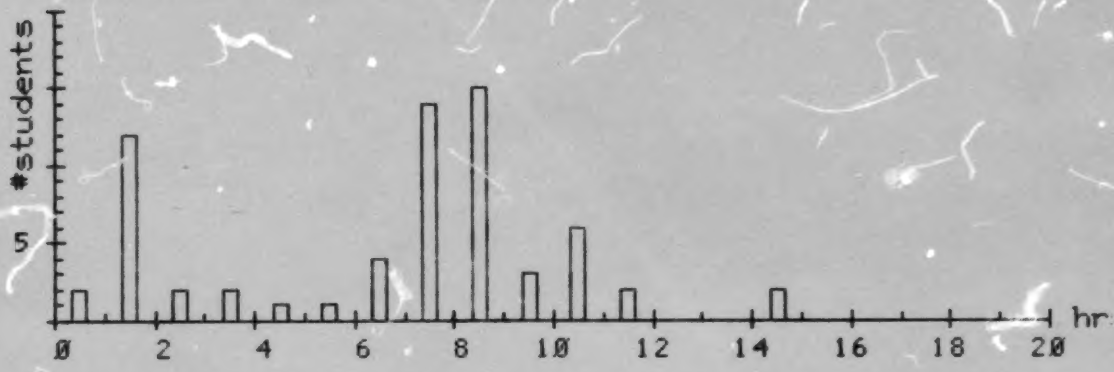
The instructor does not see PLATO as a threat to teachers. She became interested in PLATO during its early stages and received initial help from Dr. Videbeck in getting started. PLATO is a resource a teacher would be foolish not to utilize if it could be of use. Budget considerations may present the only problem to its continued use.

English Instructor #33 -- continued

Recommendations

Needed are more lessons on composition which require the integration of repair skills with creative practice. Although such lessons might be difficult to program, the task could be simplified by designing composition problems which are partially structured and which accept only limited solutions. Free compositions using only a programmed lexicon are impractical.

Composition - 1



Usage distribution (2 sections)
Totals: 66 students, 410 hours. Average: 6.2

ID NUMBER English Instructor #34

COURSE INFORMATION

Name	Composition - 1
*Enrollment	23/45
Schedule	during class; outside of class, terminals not reserved
PLATO Use	replace classwork, review and practice
Roster	self, asst site coordinator
Curriculum	site coordinator, asst site coordinator
Lesson Source	course catalog, fellow instructor
Lesson Preview	no
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	0
Sessions Affected by Failure	1
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

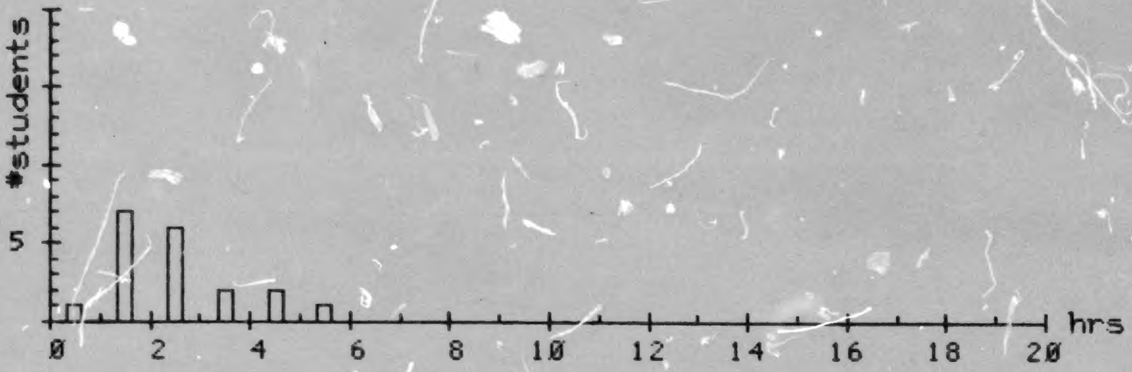
First PLATO Contact	fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	1 (jointly with another instructor)
Release Time	none
Prior PLATO Use	Fall 75
Source of PLATO Training	site coordinator, asst site coordinator
Years Teaching	9
Years at this College	1/2
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #34

No interview conducted.

Composition - 1



Usage distribution
Totals: 19 students, 38 hours. Average: 2.0

ID NUMBER English Instructor #35

COURSE INFORMATION

Name	Composition - 1
*Enrollment	28/25
Schedule	during class; outside of class, terminals not reserved
PLATO Use	review and practice
Roster	self, asst site coordinator
Curriculum	self, U of I staff
Lesson Source	course catalog
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	1
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	5+
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 74, Fall 75
Source of PLATO Training	self, site coordinator, asst site coordinator, U of I staff, fellow instructor
Years Teaching	3 1/2
Years at this College	1 1/2
Tenure	no

*Term beginning/end

ID NUMBER English Instructor #35

COURSE INFORMATION

Name	Composition - 2 (2 sections)
*Enrolment	53/48 (total 2 sections)
Schedule	during class; outside of class, terminals **not** reserved
PLATO Use	review and practice
Roster	self, asst site coordinator
Curriculum	self, U of I staff
Lesson Source	course catalog
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	2 - 4 (total 2 sections)
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	none
PLATO Lessons Designed	5+
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 74, Fall 75
Source of PLATO Training	self, site coordinator, asst site coordinator, U of I staff, fellow instructor
Years Teaching	3 1/2
Years at this College	1 1/2
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #35

General

The instructor saw no difference in achievement among the ability groups of her sections of English 101 and 102 but she did notice improvement in 101 when she used lesson sequences eclectically rather than using the sequence provided by the router. PLATO's effect on 102 classes was uncertain. Students like PLATO because it varies the approach to instruction. It is a novel means of instruction for community college students which reinforces and provides variety of instruction. Unfortunately, PLATO can not provide unprogrammed responses to students' questions and, unless the author has carefully foreseen problems students may have, the instruction can not be complete without the assistance of the instructor.

PLATO is better than a workbook, audio-visuals, programmed learning, and laboratory. It is not as good as homework, a text, drill, lecture, tutors, and class discussion.

Use and Lessons

PLATO was used in both English 101 and 102 in class and on an unscheduled basis for review and practice.

Texts used in the classes were Creating Compositions and Rhetoric Made Plain for 101 and 102, respectively. Appropriate PLATO lessons were chosen from the printed catalog with the advice of Jim Williamson. The instructor is reluntant to use the router, for doing so relinquishes control of the curriculum both in content and sequence.

Topics in grammar suit PLATO best as do topics on a single concept or point. Lessons on paragraphs and proofreading were especially good because they fit the classes' needs in writing. Lessons which used smiling and frowning faces for reinforcement seemed to make exceptional use of PLATO's visual ability. Lessons on grammar were most appropriate for the 101 course and lessons on footnotes and bibliography fit the 102 syllabus. The learning level of most lessons was appropriate and none was too difficult for the students.

In the future, curricula and lessons should take into account the varying needs of the several campuses. Lessons on transitions would be an especially valuable addition to the curriculum and present lessons should be adapted to provide more flexible answer judging.

Mechanics and Administration

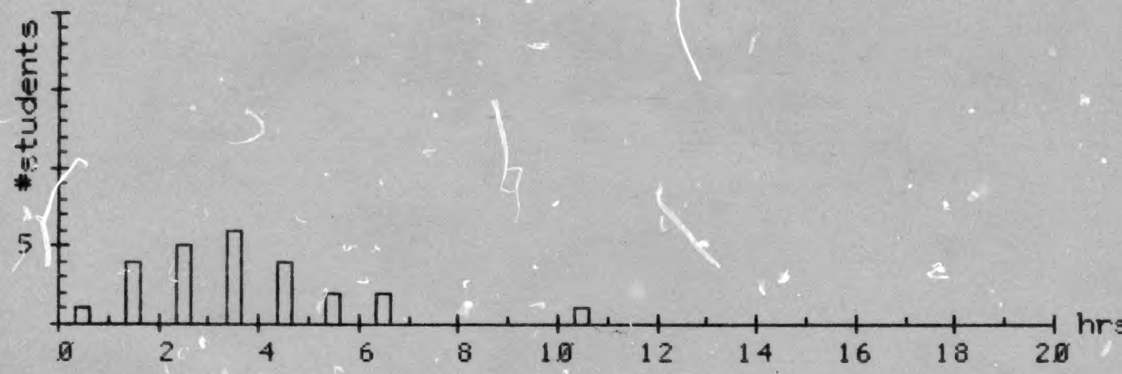
Occasional terminal failures interrupted the instruction but there was no total failure of the system during the semester and, fortunately, no scheduling problems occurred. The instructor managed her own curriculum and roster, and received some help from Joan Sweany in the use of PLATO.

ETS pretests were given; some grammar questions were inappropriate for the class.

English Instructor #35 -- continued

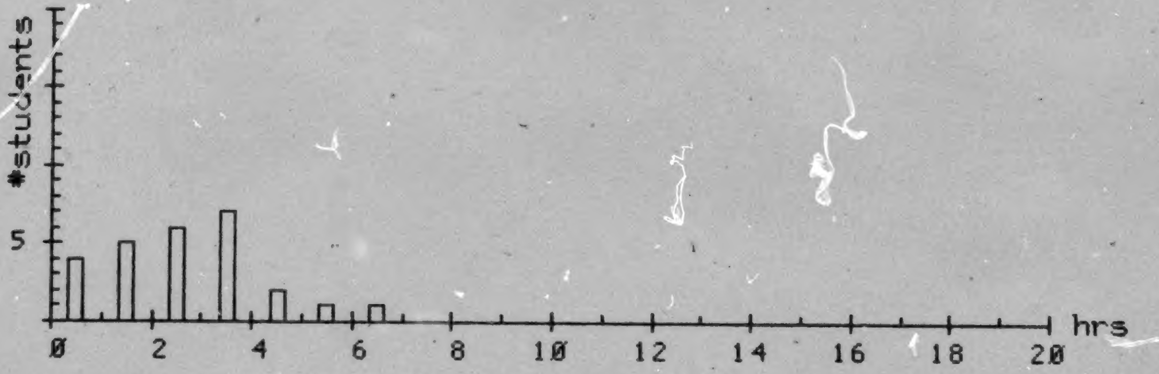
PLATO is not capable of taking over the full instruction of class and so it can only supplement and not replace the teacher. It can effectively reinforce what is taught in the classroom. So far PLATO has had no impact on her career.

Composition - 1



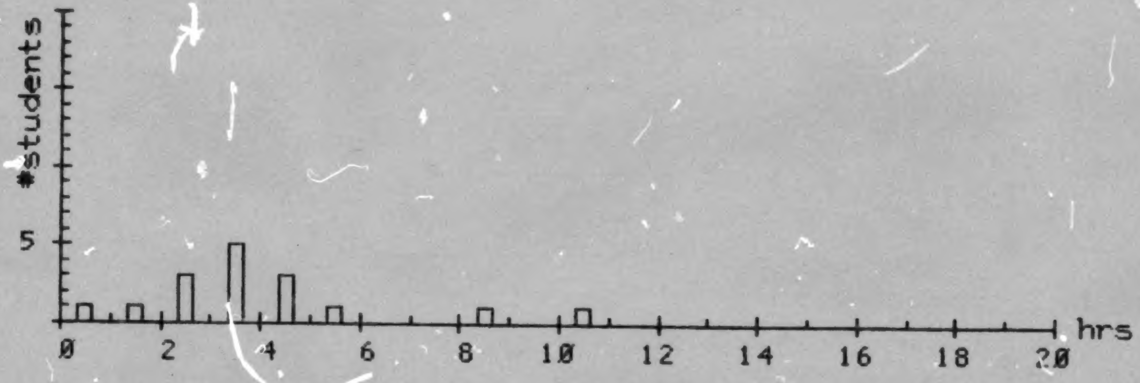
Usage distribution
Totals: 25 students, 80 hours. Average: 3.2

Composition - 2



Usage distribution
Totals: 26 students, 57 hours. Average: 2.2

English Instructor #35 -- continued



Usage distribution

Totals: 16 students, 57 hours. Average: 3.6

ID NUMBER English Instructor #36

COURSE INFORMATION

Name	Composition - 2 (3 sections)
*Enrollment	75/66 (total 3 sections)
Schedule	during class; outside of class, terminals not reserved
PLATO Use	replace classwork
Roster	self, asst site coordinator
Curriculum	self, U of I staff
Lesson Source	course catalog
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	less than sufficient
Quality of Lessons	very high
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	1 (total 3 sections)
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	Spring 74, Ghesquiere, intro
PLATO Lessons Designed	2
PLATO Lessons Programmed	0
Release Time	Spring 74, Summer 74, Spring 75
Prior PLATO Use	Summer 74 - Fall 75
Source of PLATO Training	credit course, U of I staff, site coordinator
Years Teaching	19
Years at this College	8 1/2
Tenure	yes

*Term beginning/end

ID NUMBER English Instructor #36

COURSE INFORMATION

Name	Report Writing
*Enrollment	25/18
Schedule	during class; outside of class, terminals not reserved
PLATO Use	replace classwork
Roster	self, asst site coordinator
Curriculum	self, U of I staff
Lesson Source	course catalog
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	less than sufficient
Quality of Lessons	very high
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	fellow instructor
U of I Extension Course	Spring 74, Ghesquiere, intro
PLATO Lessons Designed	2
PLATO Lessons Programmed	0
Release Time	Spring 74, Summer 74, Spring 75
Prior PLATO Use	Summer 74 - Fall 75
Source of PLATO Training	credit course, U of I staff, site coordinator
Years Teaching	19
Years at this College	8 1/2
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #36

General

PLATO is a very useful aid, especially in teaching mechanics. While there is no obvious correlation between attitude toward PLATO and ability, in English 101 students were more likely to go to class on PLATO days and poorer students enjoyed class more. PLATO makes learning more pleasant because it is self-paced and because it offers individual instruction in special needs. PLATO frees teachers for conferences and gives hope to students who have had several semesters of problems. PLATO presents certain topics, for example, footnoting and bibliography, better than it could be done in class. PLATO's chief disadvantages are mostly mechanical; too few terminals, mechanical failures, and poorly maintained equipment compromise its use.

As a teaching aid PLATO is equal to homework and, except for class discussion, superior to all other media. The class in English 102 used Harbrace Handbook, seventh edition, and the Decker Patterns of Exposition as the principal text. Audio-visual filmstrips on research reports and on selected topics were provided. PLATO was used both as a replacement for classtime and as supplementary instruction to be used at the students' own convenience.

Lessons

PLATO is especially suitable for topics in mechanics of composition, dictionary use, logic, and paragraph construction. The lesson on footnotes is particularly good since students can complete it without taking much time and enjoy it as well. Equally good are the lessons on transformational grammar written by Gorun; they are soundly based on modern grammar and accurate in theory. The lessons on diction and the LARS materials best fit English 101; the lessons on footnotes and bibliography best suit English 102. Those lessons which best exploit PLATO's unique characteristics are the LARS materials and the lessons written by Bob Bator. The learning level of most lessons is appropriate although the introduction to PLATO bores many students and the comma lessons are too hard. Some lessons need to be simplified and purified. Teaching sentence structure and internal punctuation at the same time, as some LARS materials do, is a mistake. Typographical and mechanical problems need to be eliminated from the present lessons.

Future lessons should be developed by community college staff who should be given release time for this purpose. Especially needed are lessons in logic, paragraph construction, and concreteness.

Mechanics and Administration

Since the course met at night, scheduling was rarely a problem although the instructor foresees the possibility of worsening scheduling problems in the future. There were several mechanical delays during two or three class periods. When failures occurred, conferences or classes were held.

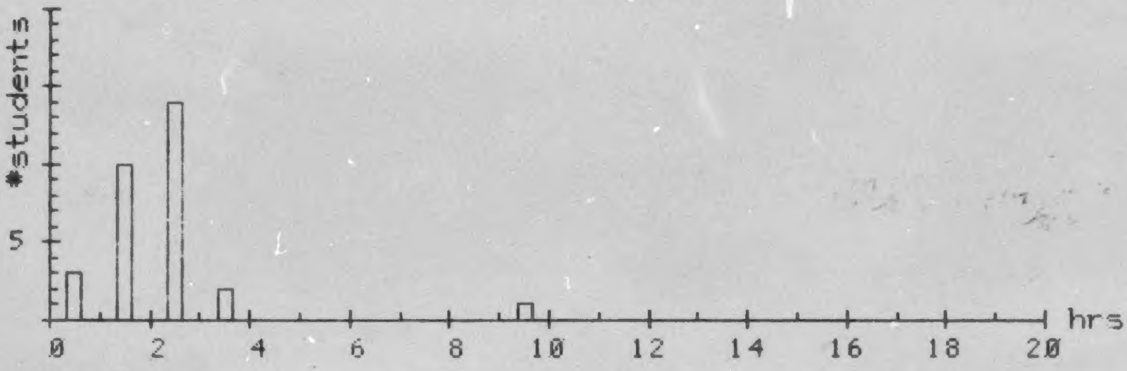
The instructor managed her own curriculum and roster; she received technical help from Pauline Jordan, Jim Williamson, and Gary Michael.

English Instructor #36 -- continued

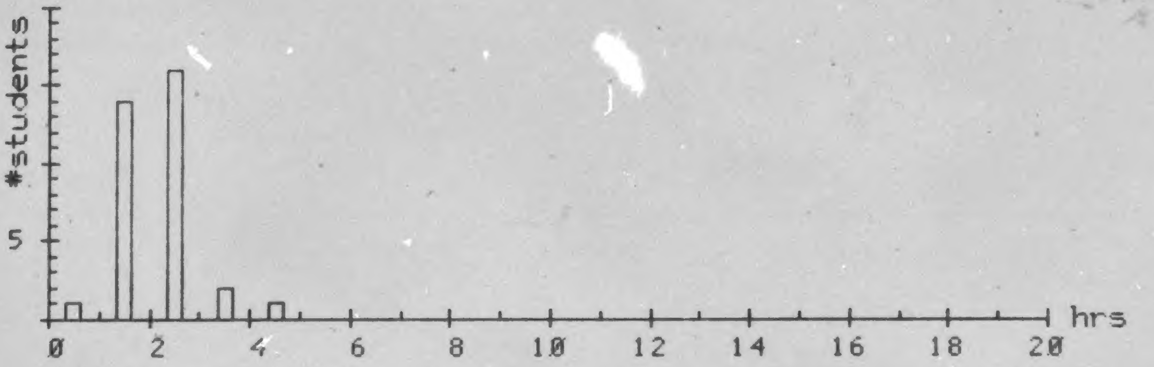
The ETS pretest was given; not all questions on the ETS test are appropriate but they are largely good and much better than formerly. Students did complain that they needed more time to finish the test.

Because PLATO relieves the teacher of the routine activities of classroom drill, it opens the possibilities of new teaching techniques and practices; it has provided flexibility and the freedom to have more individual conferences and discussion groups during classtime. It has opened up for her new possibilities of teaching methods; the instructor hopes to take a PLATO course and contribute more extensively to the use of PLATO.

Composition - 2 (3 sections used 2 PLATO courses)



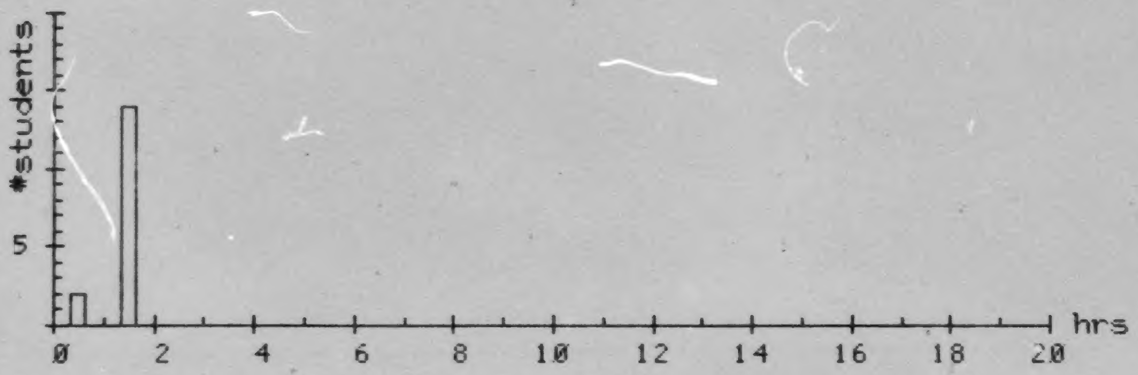
Usage distribution
Totals: 30 students, 53 hours. Average: 1.8



Usage distribution
Totals: 34 students, 56 hours. Average: 1.6

English Instructor #36 -- continued

Report Writing



Usage distribution
Totals: 16 students, 14 hours. Average: 0.9

ID NUMBER English Instructor #37

COURSE INFORMATION

Name	Reading
*Enrollment	/21
Schedule	during class, as available
PLATO Use	replace classwork, review and practice
Roster	college PLATO staff
Curriculum	self
Lesson Source	course catalog
Lesson Preview	no
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	0%
Sessions Affected by Failure	4
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 74 - Fall 75
Source of PLATO Training	site coordinator, U of I staff
Years Teaching	16
Years at this College	14
Tenure	yes

*Term beginning/end

ID NUMBER English Instructor #37

COURSE INFORMATION

Name	Composition - 1 (2 sections)
*Enrollment	50/ (total 2 sections)
Schedule	during class, as available
PLATO Use	replace classwork
Roster	asst site director, U of I staff
Curriculum	self
Lesson Source	course catalog
Lesson Preview	no
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	no response
Quantity of Lessons	no response
Quality of Lessons	no response
% Lessons Previewed (approx.)	no response
Sessions Affected by Failure	no response
Would You Use Your Own Time to Improve PLATO Instruction	no response

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 74 - Fall 75
Source of PLATO Training	site coordinator, U of I staff
Years Teaching	16
Years at this College	14
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #37

General

For the very best and for the very slow PLATO may have some influence on ability and achievement. There seems to be greater absenteeism on PLATO days, perhaps because students think the instructor has no means of identifying the absent. Absenteeism is predictably highest among the very poor students. PLATO's chief advantages are that it forces the student to participate and that it saves the teacher and student from endless repetition. Unfortunately, some use it mainly as a plaything. On the whole, PLATO is better than homework and equal to drill, lecture, and workbook. It is probably not as successful as other forms of instruction and media.

Use and Lessons

PLATO was used during classtime and outside of class to replace some classroom instruction and optionally for review and practice, to supplement homework, and to replace some homework. The instructor does not plan any change in the use of PLATO except that PLATO may be used more for drill in the future.

The text for the course was Functional English for Writers, which was supplemented by class handouts. Appropriate PLATO lessons were selected from the on-line index.

Topics in mechanics and which require drill best suit PLATO. The lesson Wordwar is too complicated but the lessons on fragments and run-ons are particularly good. Many lessons matched the instructor's syllabus and only those lessons that use arrows seemed too hard for class. No lessons on the router were too hard.

Future lessons should be developed in conjunction with using English departments. More lessons on reading and the use of the dictionary would be appreciated. Both new and existing lessons should eliminate the use of arrows.

Mechanics and Administration

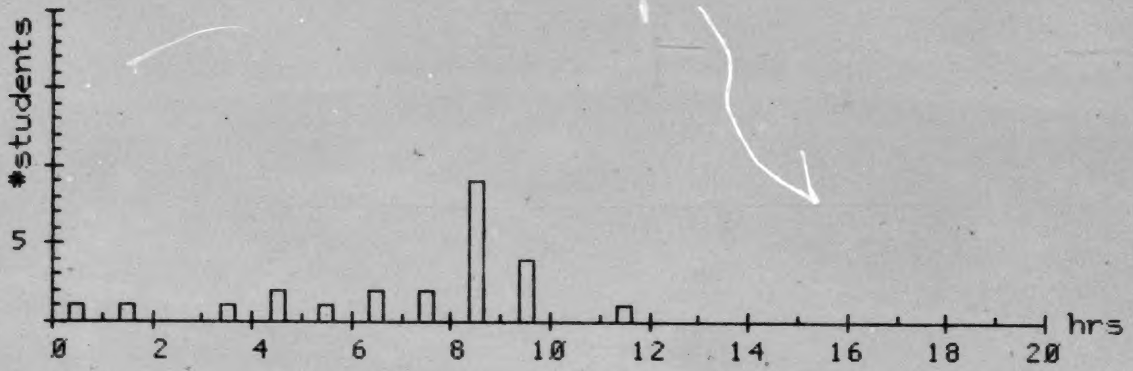
This particular class was beset by particularly bad mechanical problems. Moreover, LARS was not accessible during some of the class sessions. No scheduling problems arose however. Jim Williamson managed the class roster and Williamson along with Errol Magidson provided assistance in the use of PLATO.

No ETS tests were given.

PLATO will have little or no impact on the teaching profession if it can not be made more reliable. If it can be made to work, it can alter the classroom experience by providing an alternate means for repetitious drill. So far, PLATO has had no influence on the instructor's career.

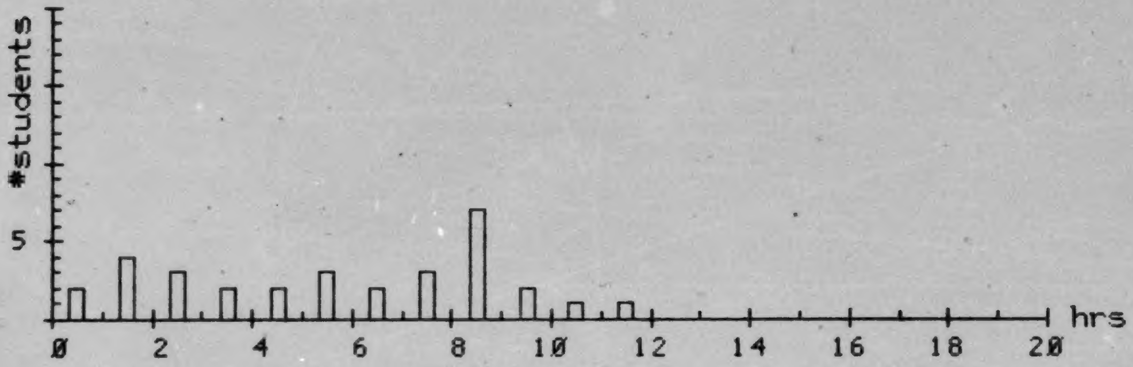
English Instructor #37 -- continued

Reading



Usage distribution
Totals: 24 students, 162 hours. Average: 6.8

Composition - 1



Usage distribution (2 sections)
Totals: 32 students, 167 hours. Average: 5.2

ID NUMBER English Instructor #38

COURSE INFORMATION

Name	Reading
*Enrollment	27/
Schedule	during class; outside of class, terminals not reserved
PLATO Use	review and practice
Roster	asst site coordinator
Curriculum	self, U of I staff
Lesson Source	course catalog
Lesson Preview	no
ETS	no

COURSE EVALUATION

Level of Lessons	no response
Quantity of Lessons	no response
Quality of Lessons	no response
% Lessons Previewed (approx.)	no response
Sessions Affected by Failure	no response
Would You Use Your Own Time to Improve PLATO Instruction	no response

INSTRUCTOR INFORMATION

First PLATO Contact	college staff memorandum
U of I Extension Course	Spring 75, Jordan, intro
PLATO Lessons Designed	1
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 75 - Fall 75
Source of PLATO Training	credit course, site coordinator, asst site coordinator, U of I staff
Years Teaching	8
Years at this College	3
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #38

General

PLATO can be somewhat helpful to students with sufficient motivation to use it. Many students do not perceive PLATO use as "real" class work and do not attend PLATO class sessions. There is no evident relationship between the use of PLATO and learning ability.

PLATO is an excellent supplementary aid to be used for drill and review on an as-needed basis. It is better than workbooks, homework, or class drill. PLATO conducts a dialogue with the student and is better than programmed learning. Moreover, it permits the instructor more time to work on organization of writing and less on mechanics.

PLATO's chief disadvantage is its poor quality of programming. Lessons using arrows are difficult and some lessons do not accept all correct answers to questions and problems. PLATO is not a replacement for text, lecture, class discussion, or lab. How it compares with audio-visual aids is uncertain.

Use and Lessons

PLATO was used to replace class time and could be used by students outside of class at their own convenience for review and practice. In the future the instructor would increase the use of PLATO as a review tool.

The class used Functional English for Writers and dittoed handouts. PLATO lessons were chosen from a hard-cover catalog and were selected to reinforce classroom work. Topics in mechanics and usage are best suited to PLATO. Among the best lessons are those on subject-verb agreement, irregular verbs, prepositional phrases, and diction. The lessons which best fit the course syllabus were those on sentence fragments, run-on sentences, and the identification of subjects and verbs. The learning level of most of the lessons was suitable for the class although the lessons on spelling and vocabulary were too difficult. Lessons with arrows, noted above, confused the class and should be rewritten to delete that feature. Lessons which do not allow the student a chance to exit when he has no chance of success, for example, the spelling diagnostic lesson, should be eliminated. Finally, many lessons need greater flexibility in answer judging.

Mechanics and Administration

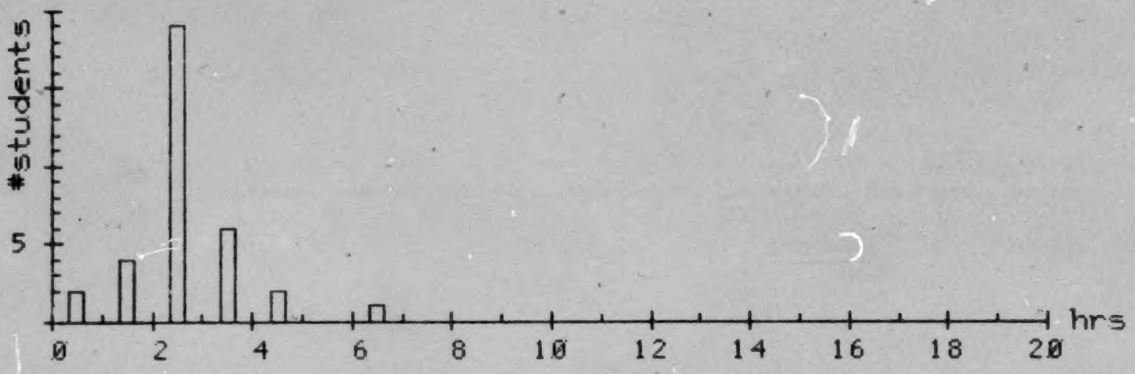
One total failure of the system happened early in the term; toward the end of the term the router caused severe difficulties. The only scheduling problem was that there were more students in the class than there were terminals available at the scheduled class hour. Alternate material was prepared for PLATO interruptions. Errol Magidson and Jim Williamson helped the instructor with the course. Williamson entered the class roster.

The course had no contact with ETS.

English Instructor #38

The teacher can not evaluate the impact of PLATO on the teaching profession but she did express some reservations over its potential misuse. So far it has had no influence on her career.

Reading



Usage distribution
Totals: 34 students, 74 hours. Average: 2.2

ID NUMBER English Instructor #39

COURSE INFORMATION

Name	Reading (2 sections)
*Enrollment	89/80 (total 2 sections)
Schedule	during class, as available
PLATO Use	review and practice
Roster	self, asst site director
Curriculum	self
Lesson Source	course catalog
Lesson Preview	some
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	less than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	Other
U of I Extension Course	Spring 73, Videbeck, users and authors; Spring 75, Jordan, advanced
PLATO Lessons Designed	1
PLATO Lessons Programmed	1
Release Time	none
Prior PLATO Use	Fall 74 - Fall 75
Source of PLATO Training	credit courses, site coordinator, U of I staff, other
Years Teaching	10 1/2
Years at this College	6 1/2
Tenure	yes

*Term beginning/end

ID NUMBER English Instructor #39

COURSE INFORMATION

Name	Composition - 1
*Enrollment	25/23
Schedule	during class, as available
PLATO Use	review and practice
Roster	self, asst site coordinator
Curriculum	self, asst site coordinator
Lesson Source	course catalog
Lesson Preview	some
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	difficult
Quantity of Lessons	more than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	2 or 3
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	other
U of I Extension Course	Spring 73, Videbeck, users and authors; spring 75, Jordan, advanced
PLATO Lessons Designed	1
PLATO Lessons Programmed	1
Release Time	none
Prior PLATO Use	Fall 74 - Fall 75
Source of PLATO Training	credit course, site coordinator, U of I staff, other
Years Teaching	10 1/2
Years at this College	6 1/2
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- English Instructor #39

General

PLATO seems to help, even if test results show that few students achieved high levels. Both the students and teacher alike appreciate the endearments that the answer judging provides for correct answers. While students of high ability may be bored by PLATO, most average or below average students enjoy it very much and work well with it. PLATO has helped this instructor to teach better; it relaxes her and gives her an opportunity to give her voice a rest. Although PLATO has no serious disadvantages, mechanical errors and some hyper-sensitized terminals cause some problems for students but most students accept the fact that the difficulties of PLATO are related to its newness and are more than compensated for by the excitement of a new medium.

PLATO is more effective than workbooks, audio-visual aids, homework, class drill, or class discussion. It is not as good as lectures, tutors, laboratories.

Use and Lessons

PLATO was used in all of the instructor's classes during classtime to provide review and drill.

The class used the Harbrace Handbook and some dittoed materials as text.

Any topics requiring drill best fit PLATO, especially when answers are given immediately. Work on PLATO is much better than individual student recitation in class. The instructor particularly liked the lessons on subject-verb agreement and on diction, although she feels they might be too sophisticated for basic students. The lessons on subject-verb agreement, run-on sentences, and comma splices fit her syllabus particularly well. She wishes that more reading lessons were available, for they would fit her syllabus easily. All the lessons available to the class fit the learning level of the audience. The curriculum might be improved by the addition of more lessons on reading, especially reading lessons based upon paragraphs and not upon recognition of words or word parts. Existing lessons could be improved by providing for greater answer judging and by rewriting the programs to respond to student errors which are currently ignored.

The instructor reviewed the lessons herself and accepted Jim Williamson's advice in picking lessons. The lessons selected addressed the most frequent errors the students did or might encounter.

Mechanics and Administration

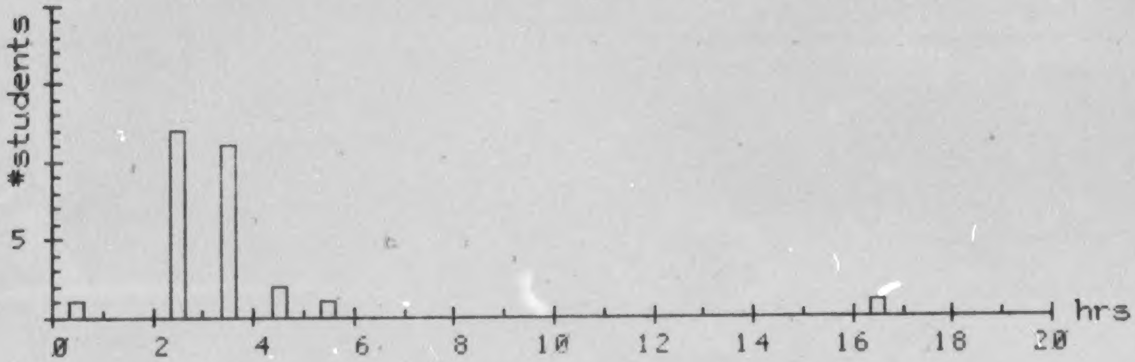
A few hyper-sensitive terminals were the source of the only mechanical difficulties. Additionally, one 8:00 a.m. session was lost because the class had no key and the lab aide was not available at the proper time. When interruptions occurred the students returned to class for normal class work.

English Instructor #39 -- continued

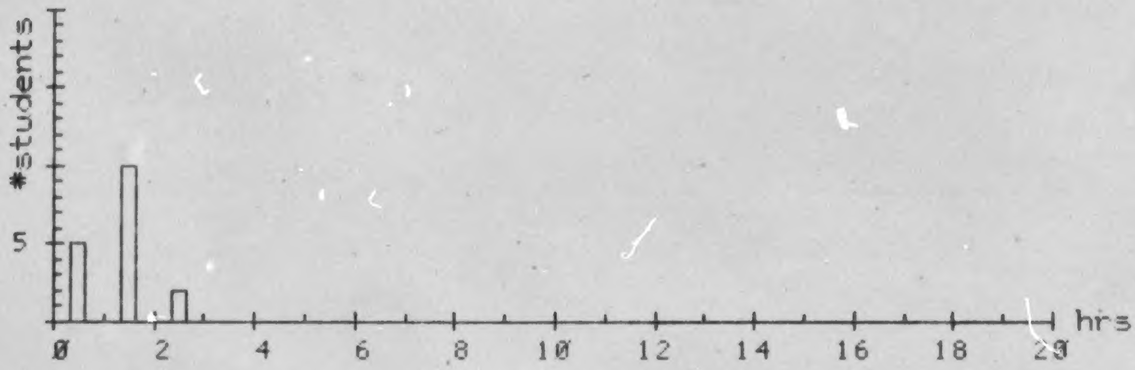
Jim Williamson established the initial class roster and helped manage the curriculum. Errol Magidson, Jim Williamson, and Mits Yamada helped the instructor with the course.

PLATO has made the instructor's teaching easier. It frees her to grade papers or to provide individual assistance to the students while they are working alone. She feels it will help the teaching profession and she hopes to begin programming lessons herself soon.

Reading



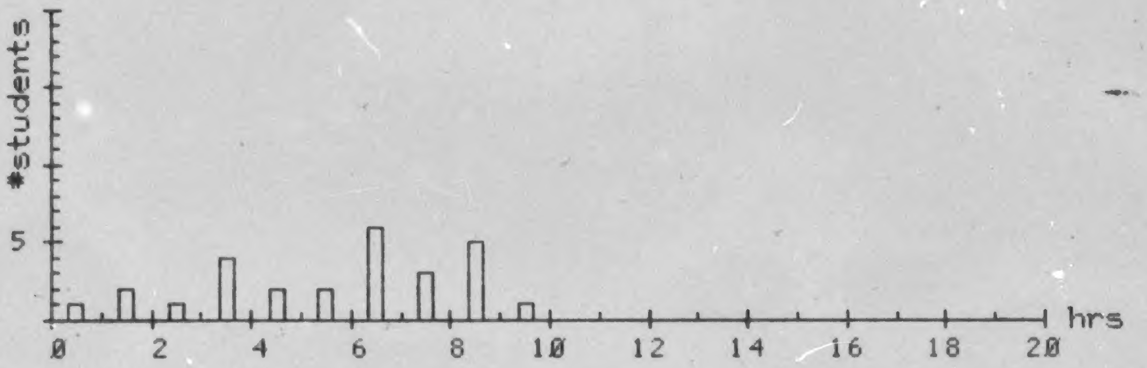
Usage distribution
Totals: 28 students, 86 hours. Average: 3.1



Usage distribution
Totals: 17 students, 14 hours. Average: 0.8

English Instructor #39 -- continued

Composition - 1



Usage distribution
Totals: 27 students, 140 hours. Average: 5.2

MATHEMATICS

SUBJECT COORDINATOR'S SUMMARY -- MATHEMATICS

Use

During Fall Semester 1975, twenty-nine math courses, including GED courses, used PLATO at the five contract sites. A total of 2,236 hours of mathematics instruction was provided to 714 students. Additionally, mathematics lessons were used at the Urbana Adult Education Center, Illinois correctional institutions, Chicago Upward Bound, the University of Illinois School of Basic Medical Sciences, the University of Illinois College of Pharmacy, Carnegie-Mellon University, the University of Arizona, and the Caterpillar Tractor Corporation.

Lessons

About 100 mathematics lessons were available on PLATO during Fall 1975, amounting to about seventy-five hours of instructional material. The lessons are accessible for review through an updated index lesson, "mathcc," and are described in a hard-copy catalog. The catalog was revised during the semester.

Classroom Implementation

The mathematics courseware of PLATO was used in the classroom in a wide variety of ways. Some classes made PLATO completely voluntary after a short introductory lesson. Others used PLATO in several class sessions during the semester and encouraged additional voluntary use. Still others used PLATO for one hour each week of the scheduled classtime, or devoted several consecutive class hours to PLATO which were followed by several weeks with no PLATO use. Two Adult Education classes were taught entirely on PLATO.

In all courses, the system router was used, and, in most cases, individual instructors chose the lessons they wanted for their classes. Choice was usually made from the hard-copy catalog of mathematics lessons, or from the on-line index, "mathcc." Faculty who wanted assistance in choosing or implementing lessons were aided by Lou DiBello and Keith Bailey of CERL, Robert Grandey of Parkland College, and Mitsuru Yamada, Errol Magidson, Richard Neapolitan, and Carroll Robinson of the City Colleges of Chicago. Although several instructors fully controlled course and routing software by entering their own course rosters and maintaining their own files, the majority of mathematics instructors drew, in varying degrees, upon the help of the PLATO staff.

Other Activities

Several new activities to implement PLATO use were begun during the fall semester. First an Adult Education course in mathematics was designed for the City Colleges of Chicago, and two pilot tests were made. The course was taught exclusively on PLATO and met once a week in two-hour sessions for eight weeks. Two more similar courses are planned for the spring semester. Second, a student guide was prepared for the Math 111 curriculum at Kennedy-King College. The guide contained a list of the lessons suitable for the course indexed to the appropriate sections of the text. Guides were mailed to the Math 111 instructors, who made them available to their students. The instructors were enthusiastic about the usefulness of the guides both to the students and to themselves, and requested that more such guides be made up for other courses. Third, liaison with Parkland College consisted mostly of planning the extensive use of PLATO in Spring 1976. Final plans were made for an effectiveness study of Math 123, and student guides were prepared for Math 091 and Math 095 at Parkland College.

ID NUMBER Mathematics Instructor #1

COURSE INFORMATION

Name	GED Mathematics (2 sections)
*Enrollment	45/40
Schedule	during class
PLATO Use	review and practice, supplement homework
Roster	self
Curriculum	self
Lesson Source	U of I staff
Lesson Preview	some
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	less than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	1 or 2
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

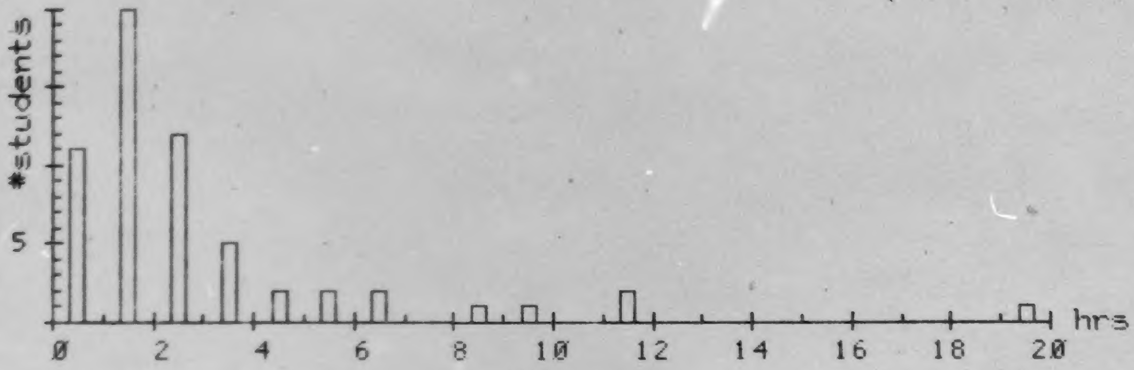
First PLATO Contact	college PLATO staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 73 - Fall 75
Source of PLATO Training	self, site coordinator, U of I staff
Years Teaching	15
Years at this College	2
Tenure	no

*Term beginning/end

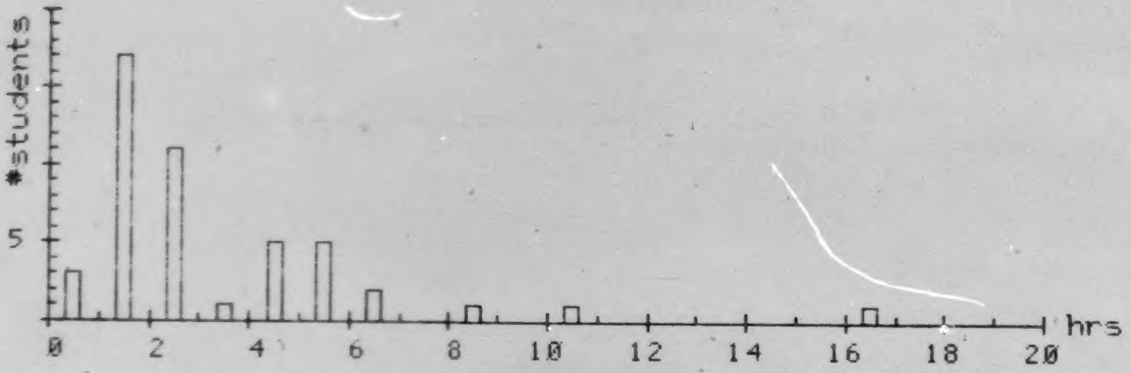
INTERVIEW SUMMARY -- Mathematics Instructor #1

No interview conducted.

GED Mathematics



Usage distribution
Totals: 59 students, 148 hours. Average: 2.5



Usage distribution
Totals: 47 students, 133 hours. Average: 2.8

ID NUMBER Mathematics Instructor #2

COURSE INFORMATION

Name	Adult Education Mathematics
*Enrollment	20/20
Schedule	during classtime
PLATO Use	replace classwork, review and practice, replace homework
Roster	self
Curriculum	self
Lesson Source	no response
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	no response
U of I Extension Course	none
PLATO Lessons Designed	5+
PLATO Lessons Programmed	5+
Release Time	none
Prior PLATO Use	Fall 75
Source of PLATO Training	self
Years Teaching	6
Years at this College	1
Tenure	no

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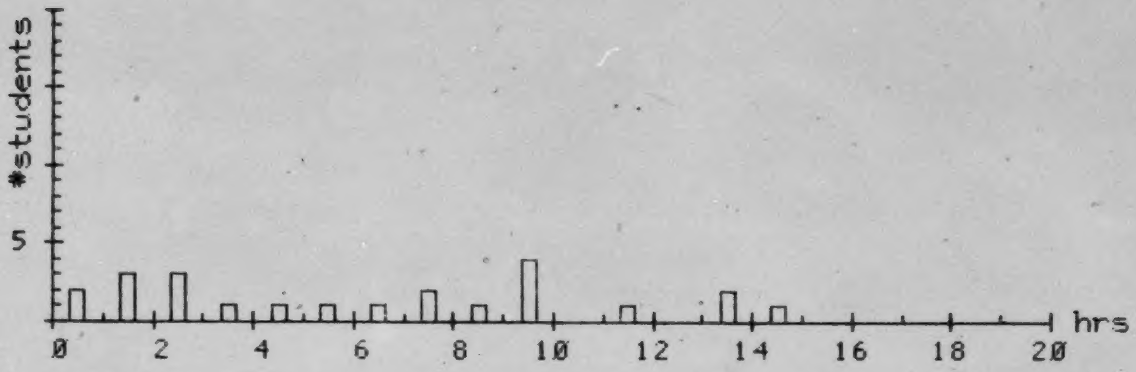
*Term beginning/end

INTERVIEW SUMMARY -- Mathematics Instructor #2

No interview conducted.

Adult Education Mathematics



Usage distribution
Totals: 23 students, 136 hours. Average: 5.9

ID NUMBER Mathematics Instructor #3

COURSE INFORMATION

Name	Adult Education Mathematics
*Enrollment	23/13
Schedule	during class
PLATO Use	replace classwork
Roster	self
Curriculum	self
Lesson Source	course catalog, U of I staff, college PLATO staff, fellow instructor
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	1
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

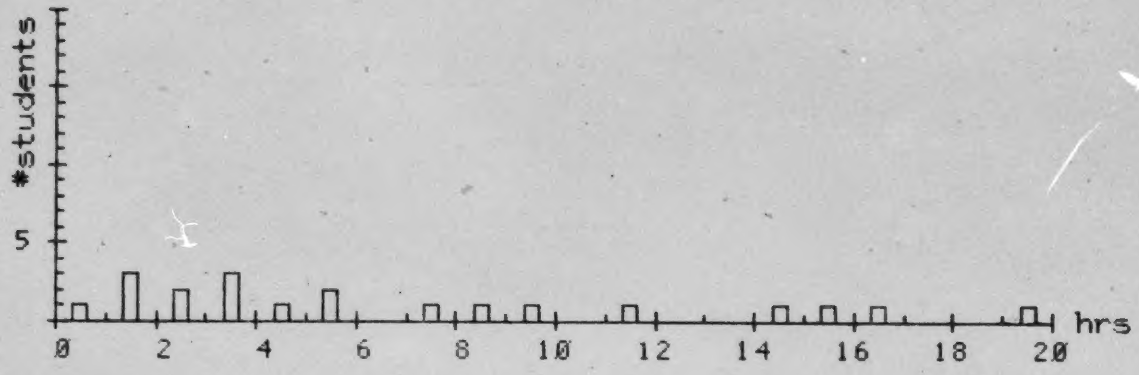
First PLATO Contact	fellow instructor
U of I Extension Course	Summer 72, Videbeck, intro
PLATO Lessons Designed	3
PLATO Lessons Programmed	3
Release Time	none
Prior PLATO Use	Fall 73, Fall 75
Source of PLATO Training	self, credit course, site coordinator, fellow instructor, U of I staff
Years Teaching	2 1/2
Years at this College	1 1/2
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- Mathematics Instructor #3

No interview conducted.

Adult Education Mathematics



Usage distribution
Totals: 20 students, 131 hours. Average: 6.6

ID NUMBER Mathematics Instructor #4

COURSE INFORMATION

Name	Adult Education Mathematics
*Enrollment	no response
Schedule	during class; outside of class, terminals not reserved
PLATO Use	replace classroom work, review and practice, replace homework
Roster	self, fellow instructor
Curriculum	self, fellow instructor
Lesson Source	course catalog, U of I staff, college PLATO staff
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lesson	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	high
% Lessons Previewed	100%
Sessions Affected by Failure	1
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college administration
U of I Extension Course	Summer 72, Videbeck, intro; Fall 72, Videbeck, authors; Spring 73, Videbeck, users
PLATO Lessons Designed	5+
PLATO Lessons Programmed	5+
Release Time	Fall 72 - Fall 75
Prior PLATO Use	Fall 75
Source of PLATO Training	self, credit courses, U of I staff
Years Teaching	8
Years at this College	3
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Mathematics Instructor #4

No interview conducted.

Adult Education Mathematics

Accumulated use. See Mathematics Instructor #3 for usage distribution data.

ID NUMBER Mathematics Instructor #5

COURSE INFORMATION

Name	Arithmetic Skills
*Enrollment	16/11
Schedule	outside of class, terminals not reserved
PLATO Use	no response
Roster	self
Curriculum	self
Lesson Source	U of I staff, college PLATO staff
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	less than sufficient
Quality of Lessons	no response
% Lessons Previewed (approx.)	90%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff, U of I staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	(prior use indicated, no dates given)
Source of PLATO Training	college PLATO staff, U of I staff
Years Teaching	9
Years at this College	7
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY-- Mathematics Instructor #5

General

Although PLATO is not without its uses as a supplementary tool, it may be too expensive for the value it produces. While most students seem to like PLATO, many are frustrated by it; and most, especially the less able, will not use it unless required to.

Specific problems include: (1) difficulty in manipulating the terminal, (2) possibility of careless reading, and (3) the absence of human contact, problems which are exacerbated among poor students. Moreover, PLATO cannot "go home" with students; its use is limited to the location and availability of terminals. Finally, PLATO may create dependence by "spoon feeding"; the student's ability to provide a response may not carry over into problem-solving which requires creative ability.

Finally, many of the virtues of PLATO can be duplicated, frequently at less cost, by a variety of instructional devices that produce results in less time.

PLATO can, however, do a good job of drilling students and works best when it incorporates the element of games and graphics that distinguish it as a medium.

Use and Lessons

PLATO was used as a supplement to and not a replacement for class time. Students were not scheduled for PLATO but used the terminals on their own time.

PLATO lessons presented several difficulties. First, many did not fit the instructor's syllabus well, nor did they, as a whole, provide adequate course coverage. Second, some lessons, for example the lesson on finding the least common denominator, presented methods which, while sound, were not the methods of the instructor. Third, many lessons were unnecessarily dull and required too much reading. Finally, some lessons required longer time to cover material that could be learned more quickly in class.

The first two problems might be corrected by providing more lessons and, particularly, lessons coordinated topic by topic with a standard text. The latter two might be reduced by providing "more interesting" lessons which reduce the reading requirement.

Although the quality of the lessons is uneven, a few lessons are excellent, including the race track drill on number operations. That exemplary lesson is fine and does exactly what ought to be done more efficiently than could a human instructor. In general, the learning level of the arithmetic lessons is appropriate for the audience.

PLATO lessons do not, however, generally provide instruction that cannot be had more easily or cheaply in another form. Workbooks, if provided with answers are its equal. Homework assignments can be done at home at the student's convenience and can be checked by the instructor. Cara-Mate provides audible instruction that reduces the need to read.

Mathematics Instructor #5 -- continued

Learning lab students used Basic Arithmetic by Mary Wallace and Core Math by Bila. 091 students used a text which incorporates many exercises.

Mechanics and Administration

Since students were not scheduled for PLATO use, no scheduling problems occurred. Students seemed able to use the equipment whenever they wished. Classes were given an hour's introduction to the use of PLATO at the beginning of the course.

Keith Bailey and Lou DiBello suggested lessons for study.

The instructor had no ETS contact.

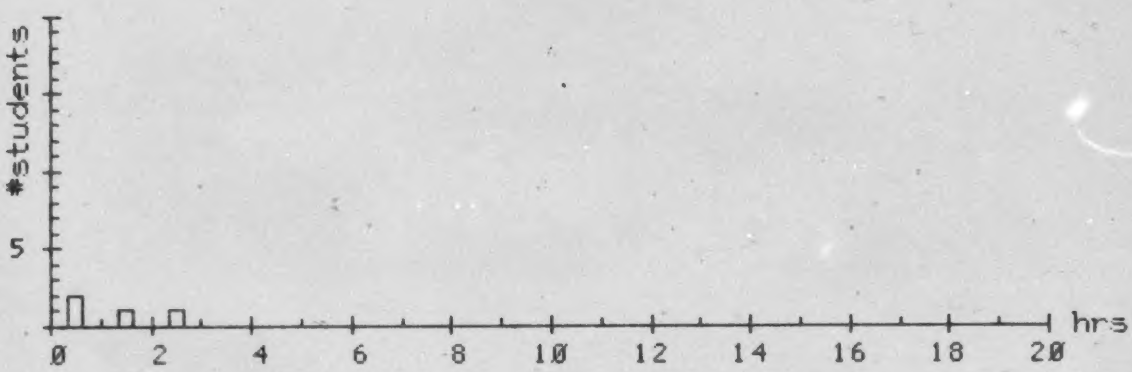
Finally, the instructor expressed some resentment that release time had been regularly granted to a faculty member in the past for the preparation of PLATO math lessons without any discernable products.

The instructor has written many lessons for Cara-Mate, and has had much experience using them with learning lab students.

Recommendations

If the expense of PLATO is to be justified, more use of better lessons must be devised.

Arithmetic Skills



Usage distribution
Totals: 4 students, 3 hours. Average: 0.8

ID NUMBER Mathematics Instructor #6

COURSE INFORMATION

Name	Technical Mathematics (3 sections)
*Enrollment	60 (total 3 sections)
Schedule	during class (2 sections); outside of class, terminals *not* reserved (1 section)
PLATO Use	no response
Roster	self
Curriculum	college PLATO staff, U of I staff
Lesson Source	college PLATO staff, U of I staff
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	less than sufficient
Quality of Lessons	average to high
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff, U of I staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	(prior use indicated, no dates given)
Source of PLATO Training	college PLATO staff, U of I staff
Years Teaching	15
Years at this College	4
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Mathematics Instructor #6

General

PLATO is an excellent supplement to traditional instruction but it can not replace the teacher. It offers an alternative medium and may succeed where lectures fail, especially for difficult concepts. It offers variety that lectures lack and lets students work at their own pace. PLATO is not as effective in remedial courses because of the reading skills required.

Very orderly students and older women who are fixed in their routines seem to have the greatest difficulty adapting to PLATO. It seems most effective among the self-motivated and independent learners.

PLATO is excellent for review and drill; it is better than a workbook for it can accept alternate correct answers. It may be better than a lecture only in that it can be turned off when the student is bored or saturated. PLATO is very much like a tutor. It is not as good as a programmed text as many students do not read carefully enough. It is not as satisfactory as homework which requires greater self-reliance and individual performance.

Frustration with mechanical problems, initially high for new students, decreases with increasing familiarity with the equipment. Moreover, access to terminals may be difficult; PLATO can not be taken home with the student and can not answer unforeseen questions.

Use

PLATO use was voluntary and could be selected in preference to other aids as a means of fulfilling learning contracts. Students who chose to use PLATO did so in Learning Lab. Students elected to study the topics which were useful to them, including algebra, graphing, and simultaneous equations. Only once did the class as a whole use PLATO. The entire class was scheduled for a lesson on slide rule estimation, a lesson which students thought especially helpful. Those students who had requested using PLATO in the Learning Lab did better on the lesson and also did well on the tests over the material covered on PLATO.

The instructor's early contact with PLATO was quite unsatisfactory and he had not used it for the past three years. He plans to use it as a regular part of his 095 math course next semester. He would use PLATO as he has at present in future classes of Math 131.

Lessons

The class, a section in technical math for auto mechanics and electronics programs, used the text Technical Mathematics by Ewen et al., a combined workbook and text.

The instructor has not reviewed all the lessons available but he did preview the lesson to be used in class in order to be able to advise the class on procedures to be followed.

Mathematics Instructor #6 -- continued

The slide rule estimation lesson was, according to student comments, quite helpful. The slide rule lesson is good but needs more problems in division and in the use of the D and C^1 scales. The instructor did 50 to 70 problems but could not exhaust the problem sets. The factoring lesson also is particularly good. The learning level of all lessons that were used was satisfactory.

Lesson choice depends upon use. Where PLATO is used as a classroom substitute, lessons must present materials more efficiently than lecture could; where it is used as a supplement the explanations and terminology must match that used in class.

All topics are suitable for PLATO lessons. Only the skill of the programmer limits the possibilities for lesson design. Future lessons should be developed by University of Illinois staff who work easily with community college staff. If possible, lessons should include more restarts to permit students to complete lessons without re-doing material already completed. Reading level of lessons should be closely matched to the using audience. Lessons on quadratic equations and on non-linear simultaneous equations would be desirable but might be little used.

A student user's handbook for the course would improve use.

Mechanics and Administration

Neither mechanical nor scheduling problems arose but the course did not use PLATO as a scheduled aid. Bob Grandey and Paul Thompson helped the instructor with the course. He managed the curriculum himself and also managed the roster with the aid of Keith Bailey.

The course had no ETS contact.

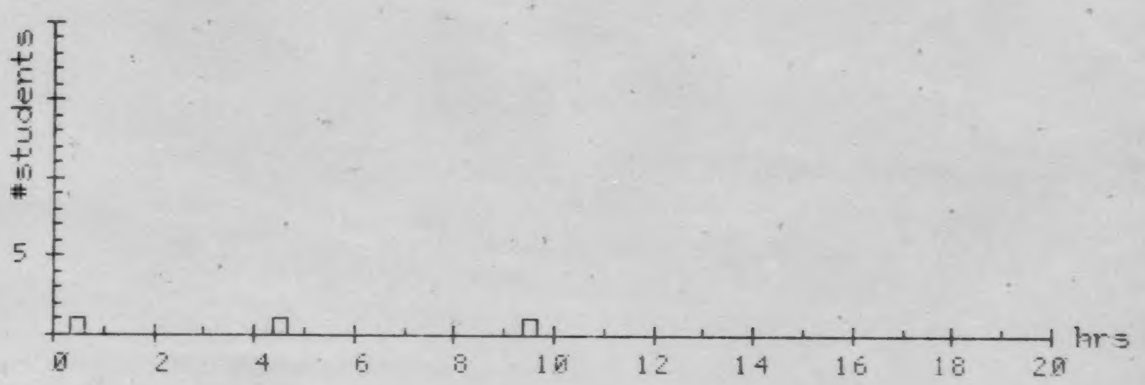
So far, PLATO has not affected his classroom teaching but it may in the future when it is used as a part of 095.

Recommendations

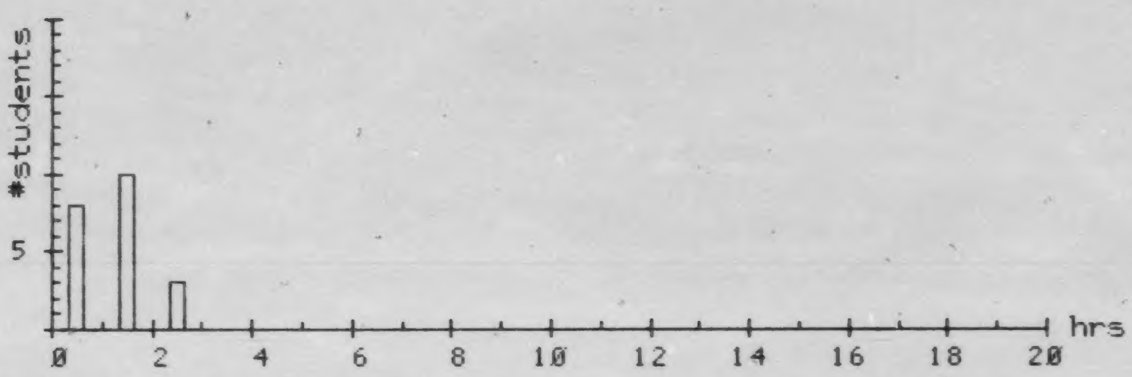
It would be nice to see PLATO terminals located in the division of math and physical sciences; a PLATO terminal in each classroom could be used as a classtime aid.

Mathematics Instructor #6 -- continued

Technical Mathematics



Usage distribution
Totals: 3 students, 13 hours. Average: 4.3



Usage distribution (2 sections)
Totals: 21 students, 16 hours. Average: 0.8

ID NUMBER Mathematics Instructor #7

COURSE INFORMATION

Name	Mathematics for Machinists (3 sections)
*Enrollment	45/
Schedule	during class
PLATO Use	review and practice, replace homework
Roster	self
Curriculum	self, site coordinator
Lesson Source	course catalog
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	less than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	ca. 2
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

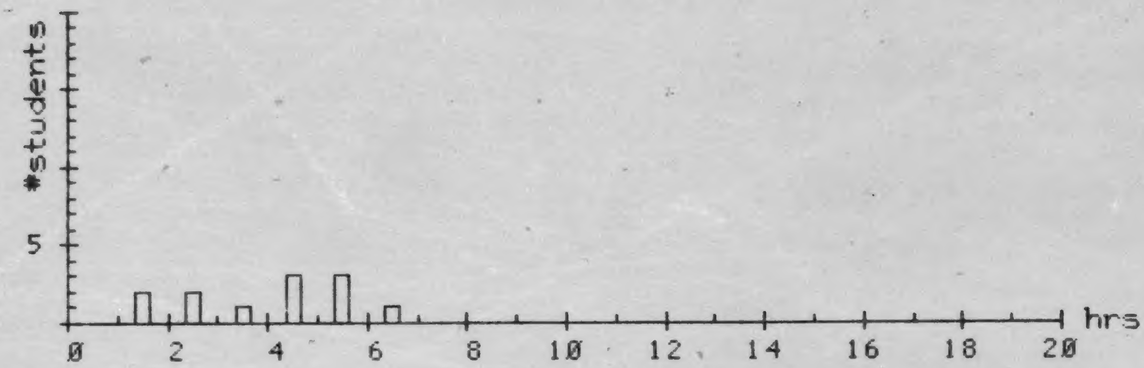
First PLATO Contact	college PLATO staff
U of I Extension Course	Spring 74, Ghesquiere, intro
PLATO Lessons Designed	1
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Spring 74 - Fall 75
Source of PLATO Training	self, credit course, site coordinator
Years Teaching	4
Years at this College	3
Tenure	no response

*Term beginning/end

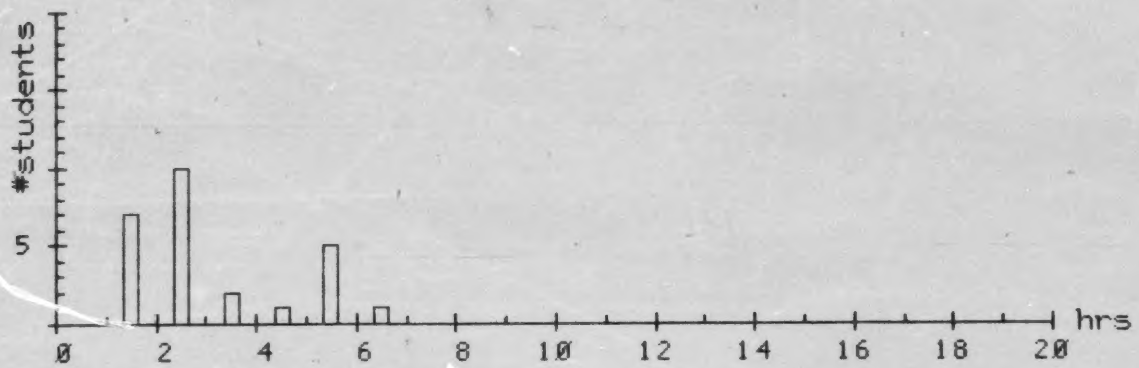
INTERVIEW SUMMARY -- Mathematics Instructor #7

No interview conducted.

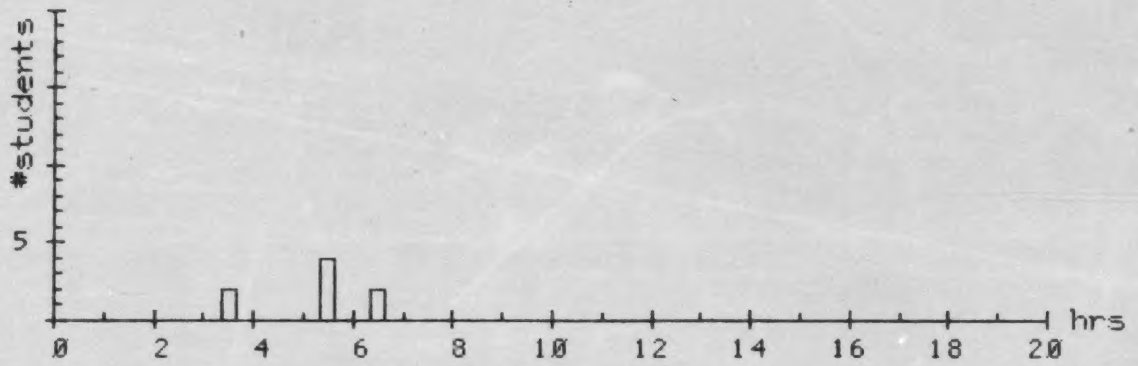
Mathematics for Machinists



Usage distribution
Totals: 12 students, 42 hours. Average: 3.5



Usage distribution
Totals: 26 students, 68 hours. Average: 2.6



Usage distribution
Totals: 8 students, 38 hours. Average: 4.8

ID NUMBER Mathematics Instructor #8

COURSE INFORMATION

Name	General Mathematics
*Enrollment	14
Schedule	during class
PLATO Use	supplement classwork, review and practice, supplement homework
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	no
ETS	attitude survey

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	few
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

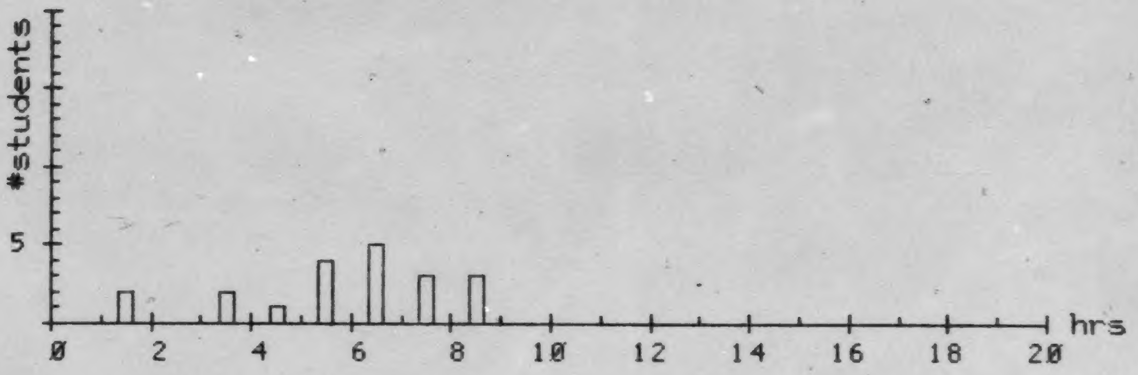
First PLATO Contact	no response
U of I Extension Course	no response
PLATO Lessons Designed	no response
PLATO Lessons Programmed	no response
Release Time	no response
Prior PLATO Use	no response
Source of PLATO Training	no response
Years Teaching	no response
Years at this College	no response
Tenure	no response

*Term beginning/end

INTERVIEW SUMMARY -- Mathematics Instructor #8

No interview conducted.

General Mathematics



Usage distribution
Totals: 20 students, 107 hours. Average: 5.4

ID NUMBER Mathematics Instructor #9

COURSE INFORMATION

Name	Algebra - 1
*Enrollment	25/25
Schedule	during class
PLATO Use	replace classwork, review and practice
Roster	self
Curriculum	self
Lesson Source	U of I staff
Lesson Preview	some
ETS	pretests, posttests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	less than sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	2
Would You Use Your Own Time to Improve PLATO Instruction	uncertain

INSTRUCTOR INFORMATION

First PLATO Contact	U of I staff
U of I Extension Course	Spring 74, Ghesquiere, intro; Spring 75, Jordan, advanced
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	Summer 74, Fall 74, Spring 75
Prior PLATO Use	Fall 73 - Fall 75
Source of PLATO Training	credit course
Years Teaching	14
Years at this College	3
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Mathematics Instructor #9

General

The effect of PLATO on class achievement has been difficult to measure this term because of the extraordinarily peculiar nature of the class. Of the instructor's class using PLATO, only seven out of the original thirty-five who began the course took the final. There were no student complaints, however, about PLATO. PLATO is useful as an additional learning technique and resource, although mechanical breakdowns and space limitations may reduce its use. PLATO can not be ranked with other media; different students need the different approaches that several media offer.

Use and Lessons

PLATO was used during classtime for review and practice. No change is planned in the future. Since PLATO can not replace the material covered in class, the instructor is reluctant to give up classtime to PLATO.

The text for the course was Fundamentals of Mathematics by Marano and Kaufman; supplemental materials on ditto sheets were also used. PLATO lessons were reviewed and selected with the advice of Lou DiBello.

Many topics are suitable for presentation on PLATO, although neither topics nor individual lessons were singled out as particularly apt. A lesson involving word problems displayed the good branching that characterizes effective use of PLATO's resources. Most of the lessons fit the instructor's syllabus and the learning level seemed appropriate.

Future lessons should have more graphic material, including diagrams and charts. The instructor was hesitant to suggest new lessons or topics.

Mechanics and Administration

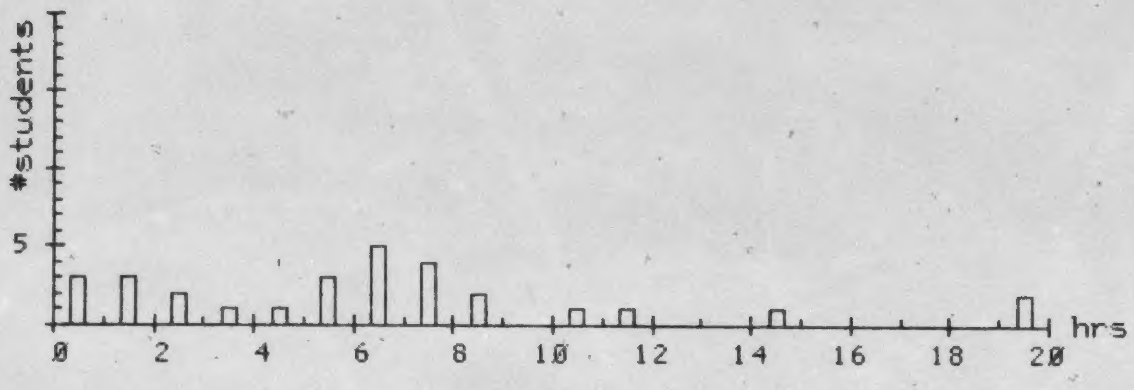
Only minimal mechanical failures occurred this term and no scheduling problems arose. Sanford Rush entered the class roster and Rush and Errol Magidson provided help with PLATO.

The class had no contact with ETS.

The instructor doubts that PLATO will be any more effective than any other media already available. She has tried unsuccessfully in the past to replace some material covered in class with lessons on PLATO. Her experience was not happy and she uses PLATO exclusively now for reinforcement. She judges that PLATO has had little or no effect on her career.

Mathematics Instructor #9 -- continued

Algebra - 1



Usage distribution
Totals: 29 students, 178 hours. Average: 6.1

ID NUMBER Mathematics Instructor #10

COURSE INFORMATION

Name	Algebra - 1
*Enrollment	60-70/60
Schedule	outside of class, terminals not reserved
PLATO Use	review and practice, supplement homework
Roster	site coordinator, U of I staff
Curriculum	self
Lesson Source	course catalog
Lesson Preview	some
ETS	pretests, attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	25%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

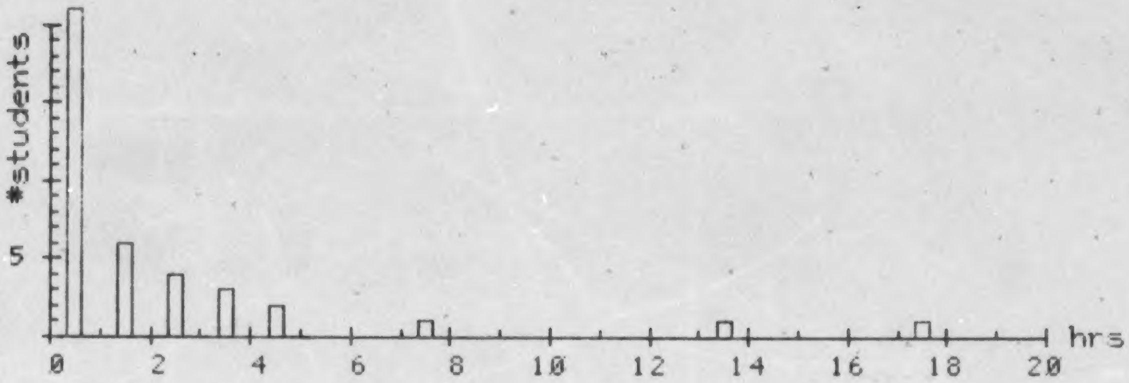
First PLATO Contact	college PLATO staff
U of I Extension Course	Spring 74, Ghesquiere, intro; Spring 75, Jordan, advanced
PLATO Lessons Designed	1
PLATO Lessons Programmed	1
Release Time	Fall 74
Prior PLATO Use	Spring 74, Fall 74, Fall 75
Source of PLATO Training	credit course, site coordinator, U of I staff
Years Teaching	15
Years at this College	3
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Mathematics Instructor #10

No interview conducted.

Algebra - 1



Usage distribution
Totals: 39 students, 68 hours. Average: 1.7

ID NUMBER Mathematics Instructor #11

COURSE INFORMATION

Name	Algebra - 1
*Enrollment	45/45
Schedule	outside of class, terminals reserved
PLATO Use	review and practice, supplement homework, extra credit
Roster	site coordinator
Curriculum	self
Lesson Source	course catalog, fellow instructor, U of I staff
Lesson Preview	yes
ETS	attitude surveys

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	very high
% Lessons Previewed (approx.)	25%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

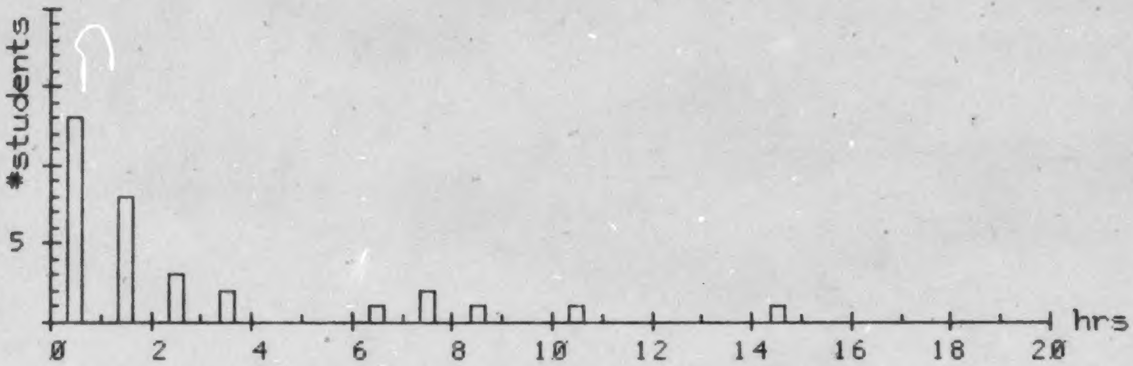
First PLATO Contact	U of I staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 75
Source of PLATO Training	self, asst site coordinator, U of I staff
Years Teaching	9
Years at this College	4
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Mathematics Instructor #11

No interview conducted.

Algebra - 1



Usage distribution
Totals: 32 students, 72 hours. Average: 2.3

ID NUMBER Mathematics Instructor #12

COURSE INFORMATION

Name	Algebra - 1 (2 sections)
*Enrollment	ca. 45/42 (total 2 sections)
Schedule	during class
PLATO Use	replace class, review and practice, supplement homework
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	yes
ETS	pretests, posttests, attitude surveys (1 section only)

COURSE EVALUATION

Level of Lessons	appropriate, 1 section; difficult, 1 section
Quantity of Lessons	more than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	100%
Sessions Affected by Failure	2 (total 2 sections)
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff
U of I Extension Course	Spring 75, Jordan, advanced
PLATO Lessons Designed	1
PLATO Lessons Programmed	1
Release Time	Summer 74, Spring 75
Prior PLATO Use	Fall 74 - Fall 75
Source of PLATO Training	self, credit course, site coordinator
Years Teaching	6
Years at this College	4
Tenure	yes

*Term beginning/end

INTERVIEW SUMMARY -- Mathematics Instructor #12

General

A comprehensive statement of PLATO's effect on achievement is hard to make. It seems to be more effective for better students, for achievers who bring more diligence and ability to the task of using PLATO. Moreover, the instructor is not sure that PLATO achievement will translate into better scores on examinations. Although most students seem enthusiastic about PLATO, attitude is frequently dependent upon the quality of lessons. Lessons which are too easy bore the student; lessons which are too difficult or unclear frustrate him, occasionally to the point that he must give the lesson up in desperation. One means of solving this problem might be to develop optional proficiency tests to route students to lessons of appropriate difficulty and complexity.

PLATO permits students to work at their own pace without embarrassment and gives them a feeling of accomplishment by providing encouraging responses and instant feedback. Moreover, it frees the teacher for individual help for students who are having conceptual difficulty with the material. PLATO's cost effectiveness may, however, be questionable, and getting students to use it can be problematic at times. Using PLATO in class requires sacrifice of classtime and results in coverage of less material. PLATO provides instruction that is better than text and class drill and worse than homework. The instructor is not sure of its effectiveness in comparison to other media.

Use and Lessons

PLATO was used during classtime to replace classroom materials, for review and practice, and to supplement homework. Additionally, students were encouraged to use PLATO on their own time.

The course used a text by Marano and Kaufmann. The current PLATO lessons were extensively reviewed during the summer and appropriate lessons were selected to supplement the syllabus. The instructor uses student responses on quizzes to evaluate the effectiveness of PLATO materials, and he also includes lessons which students find exciting.

Topics in geometry suit PLATO best, especially materials on graph plotting and fractions. The same topics include many useful lessons; the lessons in fractions, decimals, and graphing provide more active instruction than can be had from a book and PLATO does the really hard work. Moreover, these lessons have good answer judging, good graphic presentation, and adequate branching. The animated elementary mathematics lessons suit PLATO well as does the lesson Darts which is very interactive and has excellent graphic presentation. The learning level of most lessons is right for most of the audience, although the square root lesson is too difficult and sometimes unclear, and the lessons on fractions and signed numbers may be too easy. In the future, lessons should be designed in response to instructors' needs. This instructor would like to see lessons on equations and inequalities with absolute values; Venn diagrams; and decimals, including lessons in infinite decimals and irrational numbers.

Mathematics Instructor #12 -- continued

Existing lessons should be refined to provide better answer judging, more branching, and better graphic display.

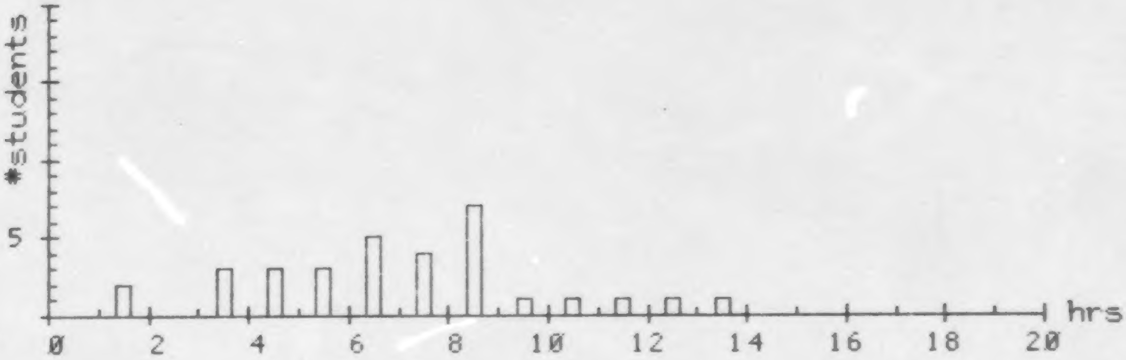
Mechanics and Administration

Mechanical problems, chiefly terminal red-lighting, were tolerable; no total system failures occurred. Scheduling was, however, difficult. This instructor was not able to get all the hours he wanted. He suggests, by way of improvement, the possibility of clumps of usage, for example, three days per week for one or two weeks at a time. Addition of more terminals or sharing of time-slots with other teachers might provide better access. He would like his students to use PLATO on an entirely casual basis.

The instructor managed his own roster and curriculum. He has received help from Errol Magidson, Bob Bator, Jim Williamson, Keith Bailey, and Lou DiBello.

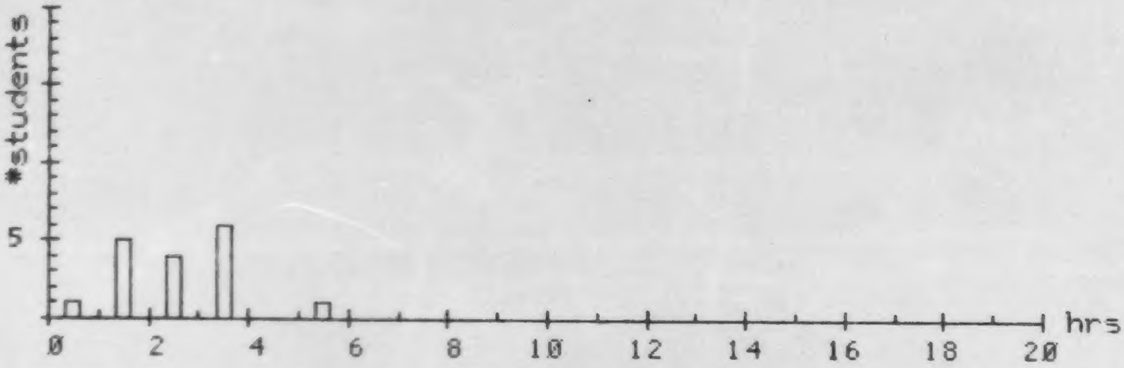
ETS pretests, posttests, and attitude surveys were given in one section of Math 111 but not in the second section. The pretest is not a perfect instrument but it is helpful. In the future, it may be used the same as a diagnostic tool to advise students to switch to more appropriate math classes.

Algebra - 1



Usage distribution
Totals: 32 students, 207 hours. Average: 6.5

Mathematics Instructor #12 -- continued



Usage distribution

Totals: 17 students, 36 hours. Average: 2.1

ID NUMBER Mathematics Instructor #13

COURSE INFORMATION

Name	Algebra - 1
*Enrollment	40/29
Schedule	during class
PLATO Use	review and practice
Roster	self
Curriculum	self
Lesson Source	course catalog
Lesson Preview	some
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	more than sufficient
Quality of Lessons	high
% Lessons Previewed (approx.)	25%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	yes

INSTRUCTOR INFORMATION

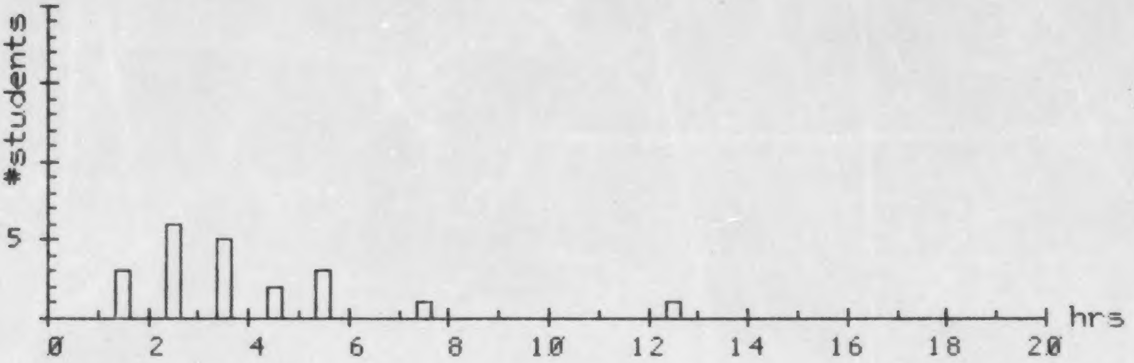
First PLATO Contact	U of I staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 75
Source of PLATO Training	self, site coordinator, fellow instructor
Years Teaching	15
Years at this College	2
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- Mathematics Instructor #13

No interview conducted.

Algebra - 1



Usage distribution
Totals: 21 students, 72 hours. Average: 3.4

ID NUMBER Mathematics Instructor #14

COURSE INFORMATION

Name	Intermediate Algebra (2 sections)
*Enrollment	53/23 (total 2 sections)
Schedule	in class (1 section); outside of class, terminals not reserved (1 section)
PLATO Use	no response
Roster	self
Curriculum	college PLATO staff, U of I staff
Lesson Source	college PLATO staff
Lesson Preview	some
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	less than sufficient to sufficient
Quality of Lessons	average
% Lessons Previewed (approx.)	20%
Sessions Affected by Failure	2
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff, U of I staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 75
Source of PLATO Training	College PLATO staff, U of I staff
Years Teaching	4
Years at this College	1
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- Mathematics Instructor #14

General

PLATO is a valuable aid but it helps some students more than others. Good students do not really need it and the indifferent do not use it. The students who know they need help and are willing to work their way through the mechanics are the students who will benefit most from PLATO.

PLATO offers great flexibility and a capacity for repeated drill and instruction. Unfortunately, it is not always available. Mechanical problems, lack of verbal communication, and missing instructions in the lessons (instructions which experienced authors may not realize are necessary) limit its use. Moreover, there may be little carry-over to textbook examples and problems.

PLATO can not be easily compared to other forms of instruction and it can not solely replace them. If lessons are properly programmed with many branching alternatives, PLATO should be better than a workbook. Its impermanence and non-portability preclude its replacement of a text, which can be carried about and easily referred to at will. Since it can give hints and provide a ready response, it should be better than homework and is adequate to replace a lecture occasionally. Although PLATO is more like a tutor than any other aid, it can not equal a really good one and can not replace class discussion, for in the classroom some student will usually articulate a problem shared by many.

Use

PLATO was used principally as a voluntary aid and secondarily to replace a lecture when the instructor was out of town. The class was taken to the terminal room for an introductory session on PLATO. Students were not required to use PLATO on their own time. When PLATO was used as class replacement, some time was spent in class preparing for the PLATO lesson. Once an audio-visual aid was prepared to accompany the lesson. The instructor kept an index of lessons and suggested to students topics that matched topics covered in class.

The instructor would like to see PLATO available in the classroom as a teaching aid and made available in the hall carrels and library to be used as a freely accessible resource at the student's convenience.

Lessons

The class used the text by Dolciani and handouts distributed in class.

The instructor acknowledges that he is too little experienced to know what topics are best suited to PLATO, but he thinks the only limitation on topics is the imagination of the programmer. Lessons with too many branches either lose the student's interest or fail to cover the material adequately. Since he had not reviewed all the lessons, he did not single out any particularly good ones, but would like to have statistics lessons available.

Mathematics Instructor #14 -- continued

Slope and intercept lessons are not however well suited to his presentation of the material in class.

The lesson index for Math 123, Algebra, is well set up and the titles are similar to class topics since the lessons were written for that class. The learning level of the lessons suits the class well.

Lessons should be continuously revised and should contain a good amount of humor. Perhaps future lessons should be carefully developed by two people jointly so that weaknesses can be identified and corrected. Authors should have taught the class at least five times, and lessons should be tested in the classroom prior to general release.

Mechanics and Administration

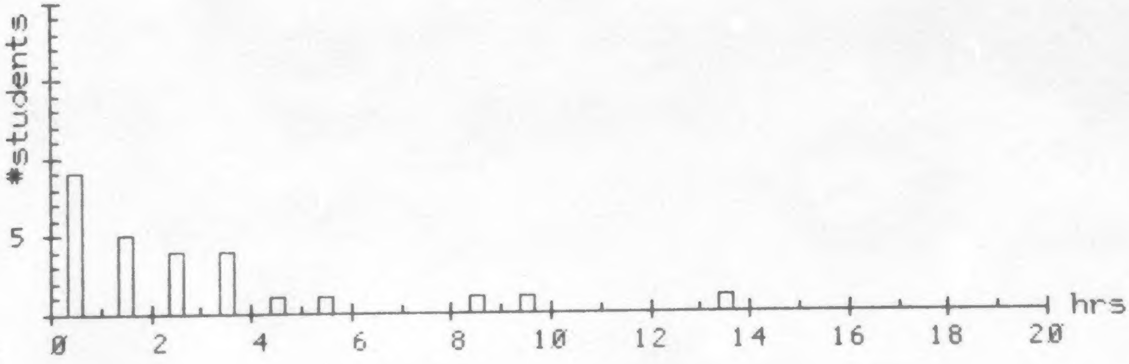
Terminal availability is limited for students who want to use PLATO outside of a regularly scheduled class. Two serious system failures interrupted the introductory lesson. On the first day the instructor took the class back to the classroom; on the second day there was a fifteen to twenty minute delay before the system was usable. Alternate class room work was planned however. This seems to be the worst experience of any instructor at this college.

Lou DiBello and Keith Bailey helped the instructor use PLATO. He managed the roster himself but the curriculum was managed by either Bailey or DiBello.

PLATO has not affected his classroom teaching or made a significant impact on his career.

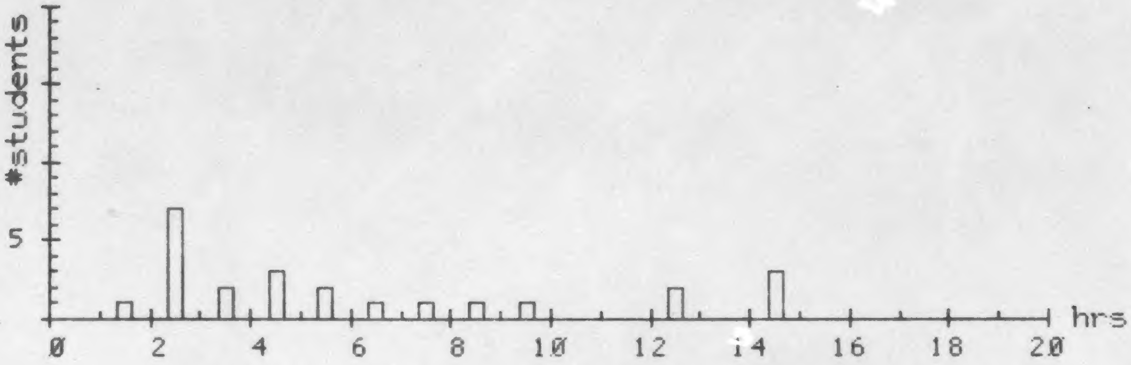
The course had no contact with ETS.

Intermediate Algebra



Usage distribution
Totals: 27 students, 64 hours. Average: 2.4

Mathematics Instructor #14 -- continued



Usage distribution
Totals: 24 students, 139 hours. Average: 5.8

ID NUMBER Mathematics Instructor #15

COURSE INFORMATION

Name	Intermediate Algebra (2 sections)
*Enrollment	68/27 (total 2 sections)
Schedule	during class (1 section); outside of class, terminals not reserved (1 section)
PLATO Use	no response
Roster	self
Curriculum	college PLATO staff, U of I staff
Lesson Source	college PLATO staff, U of I staff
Lesson Preview	yes
ETS	no

COURSE EVALUATION

Level of Lessons	appropriate
Quantity of Lessons	less than sufficient
Quality of Lessons	low
% Lessons Previewed (approx.)	50%
Sessions Affected by Failure	0
Would You Use Your Own Time to Improve PLATO Instruction	no

INSTRUCTOR INFORMATION

First PLATO Contact	college PLATO staff, U of I staff
U of I Extension Course	none
PLATO Lessons Designed	0
PLATO Lessons Programmed	0
Release Time	none
Prior PLATO Use	Fall 75
Source of PLATO Training	college PLATO staff, U of I staff
Years Teaching	8
Years at this College	3
Tenure	no

*Term beginning/end

INTERVIEW SUMMARY -- Mathematics Instructor #15

General

Although the voluntary use of PLATO as a supplementary aid has helped a few students, there seems to be a general disinterest in its use. It seemed that no one completed any lessons. This may, however, be symptomatic of a general lassitude in students toward the course.

PLATO does provide an alternate method of instruction that may succeed where others fail. It is equal to a workbook and superior to presently available audio-visual aids but will not replace homework and, at least until a full algebra course is programmed, cannot replace a text. It provides better drill than can be had in class, but it cannot replace lectures or class discussion. Finally, constraints upon the time it is available to students limit its effectiveness.

Use

PLATO was used as a voluntary supplement, and low use was disappointing. Students were given an introduction session in PLATO's use, and at that time they seemed enthusiastic. That enthusiasm was not borne out in any appreciable use of the system. The instructor has no plans to require PLATO's use in the future.

Lessons

The lessons available for algebra are not particularly distinguished and did not correlate well with the course text. Some lessons are only partially effective. The lesson on graphing successfully taught the student to plot the graph but not to write the equation for it. Program problems add to the student's frustration. The cursor segment of the lesson on simplifying radicals worked poorly; there are no instructions on the use of the exponent key in lessons where its use is required.

The best lessons are those which would provide reinforcement through drill and help the student see where he has made a mistake. The factoring lesson is good for this. While the level of lessons is generally good, more lessons are needed on radicals and on systems of inequalities. Lessons should be more thoroughly tested before they are released for general use.

Mechanics and Administration

No mechanical problems or system failures occurred, but then, there has been no in-class use. The instructor managed her own class roster, but Keith Bailey helped manage the curriculum and maintained the lesson index. Lucretia Lockmiller and Bob Grandey provided general assistance.

The course had no contact with ETS.

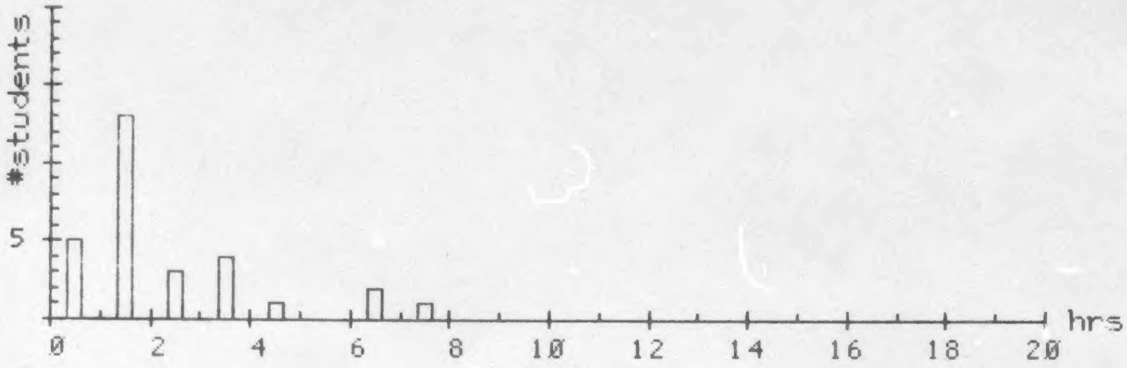
The instructor sees no great impact of PLATO on either her own career or on the teaching profession.

Mathematics Instructor #15 -- continued

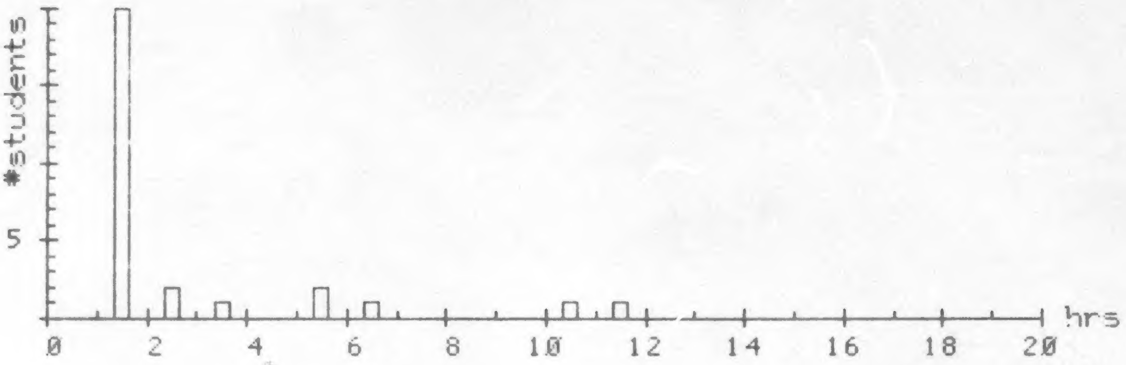
Recommendations

PLATO should be used to provide extensive drill in algebra; students need repeated drill, and drill is a thing which PLATO does well. Future algebra lessons ought to be written to correspond to the coverage and organization of a widely-used standard text.

Intermediate Algebra



Usage distribution
Totals: 29 students, 54 hours. Average: 1.9



Usage distribution
Totals: 28 students, 64 hours. Average: 2.3

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CLEARINGHOUSE FOR
JUNIOR COLLEGES